

**USING COMIC STRIPS TO IMPROVE THE READING SKILLS OF
GRADE VIII D STUDENTS AT SMP N 2 KALASAN
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in the English Language Education Department



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APPROVAL

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A THESIS



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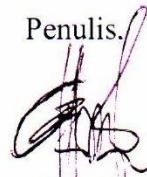
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 25 November 2014

Penulis.



Fransisca Dita Puspita

DEDICATIONS

This thesis is dedicated to my beloved parents

Robertus Subagyo and Kristina Maria Widyaningsih

who always love and support me, no matter what I have done.

MOTTOS

There's nothing wrong for being an apple among oranges.

If you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life.

(Abraham Maslow)

I just need to defeat my own self to go forward.

Live to please your own self, not to please others.

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Finally, I realize that this research is far from being perfect. Thus, positive criticisms and suggestion are always welcomed. I hope this thesis can help those who are going to conduct research in the similar topic and those who need references dealing with the topic in this thesis. Hopefully, this thesis gives a meaningful contribution to the academic field as well.

Yogyakarta, November 25th, 2014

Fransisca Dita Puspita

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ABSTRACT

The research aim was to improve the students' reading skills using comic strips in Grade VIII D at SMP N 2 Kalasan in the academic year of 2013/2014.

The study was action research involving 32 students of Grade VIII D at SMP N 2 Kalasan. The other participants were the English teacher and the researcher's colleague as the collaborator. The research procedure which was carried out in two cycles consisted of reconnaissance, planning, action and observation, and reflection. The research data collected were in the form of qualitative and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were collected through tests. The field notes and interview transcripts were analyzed qualitatively through assembling, coding, comparing the data, building interpretations, and reporting the outcome. The mean and standard deviation of the test scores were the results of the quantitative data analysis. To check the students' improvement after the action, a t-test in SPSS 20.00 was also applied. The validity used was democratic, outcome, process, catalytic, dialogic, content and face validity. The reliability of the research data was obtained through time, investigator and theoretical triangulation; Cronbach's Coefficient Alpha obtained from the results of the ITEMAN.

The results of the research showed that the students' reading skills improved after the implementation of comic strips in the teaching and learning process of reading. The skills in comprehending the texts and mastering the vocabulary were better after the research conducted. The students' motivation to participate in the lesson also increased because comic strips attracted them to be more curious about the texts they read. These results were also supported by the mean score of the post-test 75.7, which was higher than that of the pre-test 61.4. This showed that using comic strips in teaching and learning process of reading could improve the students' reading skills significantly.

Keywords: comic strips, improvement, reading skills

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a way to communicate between one and another. Nowadays, people are required to be able to use not only oral language but also written language. They are faced to a term called literacy which means an ability to read and to write. Literacy is required by people to develop themselves in order to gain a success in their career aspirations and to improve their quality of life. To be accepted in literate societies, people have to be able to read and to write. The problem is not just being able to do both. They have to use and to develop those skills in the societies so they can participate actively there. The higher their literacy level is, the higher their positions in the society might be. The skills required for mastering literacy then are needed to be taught in schools. The sooner those are taught, the better chances are opened for facing the future.

Because of the importance of literacy for living, the Indonesian government includes reading and writing skills—beside listening and speaking skills—to be taught in the early years of schooling. To make sure that every school has the same basis in teaching, the government creates a national standard. Then, this standard has been implemented through some curricula in each level of Indonesian education institutions—including in junior high schools.

One of curricula used in teaching junior high schools is the School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, besides a new

curriculum called *Kurikulum* 2013, which has just recently been implemented. In this curriculum, students' literacy skills in language—in this case: English—are taught and improved by using various genres of texts such as recount, narrative, procedure, descriptive and report.

Reading as one of literacy skills to be mastered is considered as the most important skill in teaching. It requires teachers to put more time and consideration in teaching this skill. The reason is that students always face the printed materials or texts in schools or in their daily life—including for getting pleasure by reading. Information and knowledge they needed to know are mostly obtained through reading. Of course, those are also related a lot to the others skills and subjects—especially in the academic context in second language teaching, as Grabe (2009) states. Students can improve their listening, speaking and writing skills by improving or mastering the reading skill first, because the materials learned are usually in the printed forms.

The other reason is that mostly, tests to measure students' achievement in the education require reading—not only in English. These reading tests play a role like a gate to select whether students are capable or not to reach a higher level of education. Weekly tests, mid-semester tests, end-semester tests, even national examination make them face and read many kinds of texts. They should be able to understand what information conveyed in the texts tested before use it to answer the questions.

Reading also is related a lot with the writing skill. Reading texts provide good models for writing. Students can have ideas from what they read to be

applied in their writing—making their writing better. They will also be more familiar with the use of language in written texts.

In the academic context—especially in teaching and learning process of reading in junior high schools, students are expected to be able to deal with some types of texts. As stated in the School-Based Curriculum, they have to master recount, narrative, procedure, descriptive and report texts. The focus of reading is actually to be able to comprehend texts and to apply the information contained on them. Students are also required to know the types of texts, the language features mostly used in the text, the social functions of texts and the structures of texts.

In fact, reading —especially in the academic context— is not easy as it looks like. There are many problems occur which disturb the teaching and learning process. The technique used in teaching reading seems to turn into a training to make students know how to identify the main characteristics of texts only, not to fully comprehend the texts or to master their reading skills. They may be able to do the tasks following the texts—without really understanding or enjoying what they have read.

The other problem is that many students are not truly interested in reading, even in English. For them, reading is a boring activity. They have to face many printed words in the language they are unfamiliar with. These reasons make reading difficult to be learned.

The students of Grade VIII D at SMP N 2 Kalasan also experienced the similar problems. They had low vocabulary mastery. To find the meaning of words they did not know, they usually asked their friends. Just few students would

check the meaning from their dictionary because most of them forgot to bring it. As a result, their vocabulary mastery did not improve—obstructing them to understand the texts they read. In addition, the students were not really interested in the reading lesson, even in English. They felt bored with the monotonous way of teaching and the activities that they should do in the lesson. They expected something different in their reading lesson which would improve their motivation to read.

Therefore, it is important to find a solution which can be applied effectively to make reading more interesting in order to improve the students' reading skills. There may be many techniques or media that can be applied in the teaching and learning process. However, the important thing is to find an appropriate technique or media to be applied to solve the problems.

B. Identification of the Problems

Based on the researcher's observation, there were some problems found in the English teaching-learning process at SMP N 2 Kalasan, especially in the reading lesson. The students had low motivation in reading—even in English—that led to their low improvement in the reading skills. For them, English is difficult subject to deal with. They were unfamiliar with English words. Furthermore, they thought that the texts they had to read were not interesting. Nothing such pictures found made them uninterested in reading. Reading long texts without visualization was a boring activity for them. This problem made them passive to participate in every teaching and learning process.

The students had also difficulty in vocabulary mastery. As a result, the reading skills were not easy to improve. They really depended on the dictionary to translate every word they found it difficult, without trying to figure out the meaning of the words from the text itself. Many students also relied too much on their friends' answers. Moreover, some of them did not try to find the meaning because they forgot to bring their dictionary. This matter was related to their belief that English was too difficult to learn.

The teaching-learning technique was another matter. The students found that the teaching and learning process of reading was always boring. As they kept reading similar kinds of written texts from their textbooks without any visuals on them, they thought that the reading lesson was not attractive. They expected that they were given texts which would be more enjoyable to read—something different with what they usually read. The teacher herself also still depended a lot on the textbooks. Moreover, the students also found that the activities following the texts were monotonous. They kept doing similar things in their reading lesson—answering the comprehensible questions in the form of short answer questions, finding the generic structure, and finding the meaning or synonym of difficult words. By doing these, they did not even enjoy reading. If they failed to enjoy or to read the texts because those were boring, they would not be able to fully comprehend the texts contents.

Considering the problems identified above, it is necessary to find a solution to be applied in the teaching-learning process so that the reading skills of the VIII D students at SMP N 2 Kalasan can be improved. Moreover, it is

expected that the solution can also encourage them to read more both inside and outside the classroom.

C. Limitation of the Problem

In the observation, there were found many problems in the teaching and learning process. However, it was quite impossible to solve all of the problems, especially in a limited given time. Thus, the researcher decided to improve the students' reading skills at SMP N 2 Kalasan only. The solution chosen was by using comic strips as the teaching media. The technique in teaching was still implementing the common technique, but the media and the activities were varied.

The researcher believes that the low motivation and lack of vocabulary in reading of Grade VIII D students at SMP N 2 Kalasan can be overcome by using comic strips. They offer a more creative and enjoyable way in reading teaching-learning process. Visualization makes the students interested in the lesson, because they will not only face the written texts. It also helps them to understand the texts contents better since they can imagine what really happened in the stories. They can be helped by the pictures to know vocabulary they should deal with. Comic strips also offer the opportunity to grasp the implicit message from the writer which requires the development of ways of thinking. Moreover, the students can learn the real language use in the dialogues, besides the culture applied in comic strips.

All the reasons are believed to make reading bring pleasure for the students. They are expected to enjoy reading which will bring positive effects to their reading skills. Comic strips can also be used to motivate the students to read more—inside or outside the classroom. Thus, the researcher decided to use comic strips in this study to improve the students' reading skills.

D. Formulation of the Problem

In the study, the researcher formulates the problem as follows: “How can the use of comic strips improve the reading skills of Grade VIII D students at SMP N 2 Kalasan?”

E. Objective of the Study

The objective of the research is to improve the students' reading skills of Grade VIII D at SMP N 2 Kalasan by using comic strips.

F. Significance of the Study

The researcher expects that the study will give a valuable contribution to the following parties:

1. Theoretically:
 - a. to the English Department of Yogyakarta State University, the researcher expects that the result of this research can be used as a reference related to the topic of reading skills and the use of comic strips.

- b. to other researchers who wish to discuss the topic of reading skills and the use comic strips in language classroom, the result of this study can be used as a beneficial reference to strengthen their theories.

2. Practically:

- a. to English teachers, especially those at SMP N 2 Kalasan, the result of this research is expected to help them improve the students' reading skills.
- b. to the students of Class VIII D at SMP N 2 Kalasan, this study is expected to improve their reading skills.
- c. to the researcher herself, this study is expected to give an experience in doing the research as one of ways to apply the knowledge she got in the university and in working with other people as well.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Theories of Reading

a. Definitions of Reading

Reading becomes an essential skill that cannot be separated from English learners, especially those who have English as a second or foreign language. By mastering reading, people tend to find it easier to master other areas of learning, especially in learning English. Brown (2001) points out that reading ability can work best when it is associated with the other skills' activities. So when people get knowledge or something from reading, they tend to get improvement and advantages that can be implemented in listening, speaking, especially in writing.

Richards and Schmidt (2002) state that reading can be defined into two ways. First, reading is a way to understand the contents of a written text by perceiving it which can be done silently bringing the readers to a term called reading comprehension. Second, reading is a way to say a written text aloud with or without understanding the content of the text itself. However, reading tends to be associated with what people call as comprehension.

Anderson in Nunan (2003: 68) defines reading as “a fluent process of readers combining information from a text and their own background knowledge to build meaning.” The definition is supported by Delbridge in Stone (2009: 1) who states that:

Reading is a complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.

Moreover, Ediger in Celce-Murcia (2001) defines reading as an interactive process involving a text, a reader, and a social context in which the reading process occurs. She also cites what Hudelson states (1994) related to what readers do when they read. They will try to understand and interpret the text in which their interpretations are influenced by their past experiences, language background, and cultural framework, as well as their purpose for reading.

People usually say that reading is a receptive skill, applying only passive process. But nowadays, reading starts to be viewed as an active process because it requires readers to activate their background knowledge to recreate what is meant by the writer (Khoii & Forouzesh: 2010). Actively engaging the text with their prior knowledge, readers make inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Reading needs someone's background knowledge to work on to be able to connect the experiences with the text in order to comprehend it well and easier. Harmer (2001) states that when people are trying to understand the content of a text, they need not only to know the language but also to have what is called 'pre-existent knowledge of the world' which is often referred to as schema (plural schemata). That is why people have to occupy their background knowledge when they read to get better understanding.

Ediger in Celce-Murcia (2001: 154) also says that there are six general component skills and knowledge areas identified within the complex process of reading:

- a. Automatic recognition skills—a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification
- b. Vocabulary and structural knowledge—a sound understanding of language structure and a large recognition vocabulary
- c. Formal discourse structure knowledge—an understanding of how texts are organized and how information is put together into various genres of text
- d. Content/world background knowledge—prior knowledge of text-related information and a shared understanding of the cultural information involved in text
- e. Synthesis and evaluation skills/strategies—the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose
- f. Metacognitive knowledge and skills monitoring—an awareness of one's mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading

From the definitions above, reading can be defined as a process in which the readers try to understand a written text using their background knowledge. Reading is more like a comprehending process. Readers actively engage their prior knowledge including the cultural background, language knowledge and past experiences in order to be able to comprehend the content of a certain text.

b. Models of Reading Process

When people read, they find some models of the process of reading. Anderson in Nunan (2003) categorizes three models of reading process. Those are called bottom-up, top-down and interactive models.

In the bottom-up process, readers have to be able to recognize a multiplicity of linguistic signals containing letters, morphemes, syllables, words,

phrases, grammatical cues, and discourse markers (Brown, 2001: 299). These linguistic signals are processed to impose some sort of orders which drives the readers into coherence signals.

Khoii & Forouzesh (2010) say that readers will be able to understand a text by analyzing the words and sentences in the text itself. It means that reading in here is a process of decoding reading symbols and working from smaller units to larger ones in order to be able to understand the meaning. This model tends to be inductive process. Bottom-up is usually associated with intensive reading in the classroom. Intensive reading makes students focus on reading certain passages or books then do the activities and tasks in order to develop the comprehension.

Since the bottom-up model tends to be inductive, the top-down is based on the deductive process. In this model, readers have to activate and use their background knowledge and schemata in order to comprehend a text. Using their background knowledge, readers make prediction to what they are going to read then read the text to confirm the prediction made before (Anderson in Nunan: 2003). In other words, it can be said that reading is “a process of reconstructing meaning rather than decoding” (Khoii & Forouzesh, 2010: 171). This model is usually associated with extensive reading in the classroom. Extensive reading is reading for pleasure. Readers read what they want to read without being burdened to do activities or tasks to check their comprehension.

Anderson in Nunan (2003) states the third model, namely interactive model, as the combination of bottom-up and top-down models. In this model, the steps in both of models are implemented to complete each other so readers are

able not only to comprehend the text using their background knowledge but also to understand the elements building the text itself. This is supported by what Nuttal in Brown (2001: 299) says.

In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.

In the interactive model, readers do both of intensive and extensive reading. Teachers have to be able to provide passages that are suitable and enjoyable for students to understand specific reading skills and strategies explicitly in which readers will not feel burdened by the activities following the reading.

In brief, reading processes can be categorized into three models. First, it is called bottom-up model in which readers start with recognizing the language used in the texts before coming to the comprehension. Second, it is a model, namely top-down, which expects readers to comprehend texts involving their background knowledge and to focus on the language use later. The last one is called interactive model. This model is the combination of bottom-up and top-down. Readers try to comprehend texts using their background knowledge and to analyze the language use at the same time.

c. Microskills of Reading

To be successful readers, students have to know and master some criteria which can be broken down into the reading macro- and microskills. These skills can be developed to be the basic objectives to assess students' reading comprehension.

Brown (2004) lists macro- and microskills for reading. The microskills consist of the abilities to recognize the linguistic signals such as the graphemes and orthographic patterns in English, the chunks of language, a core of words with the order patterns and their significance, the grammar (word classes, systems, patterns, rules, and elliptical forms), various meanings expressed in different grammatical forms, and the cohesive devices in written discourse. Those skills are appropriate for easier reading tasks, while for higher level of tasks, the macroskills are required. They are the abilities to recognize the rhetorical forms of written discourse and their significance for interpretation, the communicative functions, the context inference by using background knowledge, the connections of events and the relations of ideas and information in texts, the literal and implied meanings, the cultural references used in written texts, and the reading strategies.

Because it is difficult to make students master all those skills at once, teachers can just select some of them to be combined then implement them in reading tasks. And the selection is based on the requirement of the type of reading being assigned.

It is important to know and to understand the micro- and macroskills of reading. In order to recognize the smaller units of language, like words and grammar, it is important for students to master the microskills. In contrast, the macroskills can be mastered by recognizing and understanding the wider aspects, like the communicative functions, the context inference, the event connection, etc. Teachers' duty is selecting and implementing those skills into reading tasks for the teaching-learning process.

2. Teaching Reading

a. Principles for Teaching Reading

Before English teachers teach reading, they have to make sure that they understand principles for teaching reading in order to make the teaching-learning process runs well. By knowing these, at least teachers will stay in a 'right track' when they teach reading.

Anderson in Nunan (2003) states eight principles for teaching reading as follows:

1. Exploiting the reader's background knowledge

Students' background knowledge should be activated to be able to comprehend texts. Anderson in Nunan (2003) says that background knowledge is any experiences that readers have which will be connected with what they face in texts, for example life experiences, educational experiences, cultural background and knowledge, knowledge about the language itself and so on. By activating and developing students' background knowledge, it is easier for students to comprehend texts. Activating background knowledge can be done by asking questions, making predictions and the like. But the teacher has to make sure that at least the students have the correct background knowledge. Incorrect background knowledge can obstruct students' ability to comprehend texts well.

2. Building a strong vocabulary base

English teachers in Indonesia often found their students having difficulty in mastering vocabulary. Sometimes when students read, they may find some unfamiliar words in which they do not know what the meanings are. Because of

this obstruction, they cannot comprehend the text. The reading process is stuck in where the unfamiliar words come out. Most of them still cannot find meanings from the text itself. The familiar thing that often happens is that students do not even try to find the words from their dictionary. That is why teachers should teach vocabulary that students might encounter in the text explicitly. Students also need to be taught how to find meanings of unfamiliar vocabulary from the text itself.

3. Teaching for comprehension

English teachers should teach students how to really comprehend texts, not just focus to test students' reading ability in comprehending. Sometimes, students are able to do reading tests without really comprehending the texts they read. It means the process of comprehending texts is not successful. That is why the teachers should focus more on the process of students' comprehension rather than the result of their comprehension.

4. Working on increasing reading rate

Teachers have to help students to increase their reading rate because the slower students read, the slower they comprehend the texts. It means that their reading rate affect their ability in comprehending texts. Sometimes, teachers find students keep stuck in reading because they have to look up some unfamiliar vocabulary in the dictionary. Teachers' duty is to help students to reduce the dependence on a dictionary by teaching them some skills like scanning, skimming and the like which let students increase their reading rate.

5. Teaching reading strategies

One of principles that should be known by teachers is teaching reading strategies to students. Teachers should realize that students have their own characteristic in reading and comprehending texts. Teachers can observe students or have a talk with them about how they read or what difficulty they find during reading. By knowing that, students can be suggested to have their own suitable strategy so they can read and comprehend texts easier.

6. Encouraging readers to transform strategies

After having students find their best strategy in reading, the teachers can implement activities which let students to do the activities of reading with their own strategy. This way lets students easier to read and comprehend texts because they have been familiar with the strategy applied.

7. Building assessment and evaluation into the teaching

Students' reading should always be monitored and assessed. Assessing students' reading is not merely testing their comprehension, but assessing the process of their reading. According to Anderson in Nunan (2003), the assessment in teaching reading can be divided into two categories, namely quantitative and qualitative assessments.

8. Striving for continuous improvement as a reading teacher

Another important principle should be known by English teachers in teaching reading is keeping themselves to improve their works. The teachers should never feel bored in teaching. They have to be passionate. They should find various ways to make sure the students can read and comprehend texts. And the

most important is to make students enjoy reading by themselves. Teachers can find various texts which interest the students, apply new techniques or media in teaching in the classroom, and so on.

From the explanation above, it can be concluded that teachers need to understand and to implement eight principles in teaching reading. As stated before, it is important to consider the background knowledge, the vocabulary foundation, the comprehension, the reading rate, the reading strategies, the students' transformation strategy, the assessment and the evaluation, and the last, the teachers' improvement for teaching reading. By implementing these principles in the teaching and learning process, teachers can teach reading and make sure the process runs well.

b. Teaching Reading in Junior High Schools

Language has an important role in helping students' development. Through language, they are expected to know their own self, their culture, and others' culture. Language can also help them to express their feeling and thought. English as one of communicative means can be divided into two forms, oral and written. In order to be able to communicate well using English, people have to master four macroskills, namely listening, speaking, reading and writing. In junior high schools, students are expected to master those skills in specific degree which will be applied to respond to daily issues in their surroundings.

The Indonesian Ministry of Education reveals some purposes of English teaching in junior high schools in the Standard of Content. The purposes of the English teaching in junior high schools are:

- 1) developing the communicative competencies in oral or written form in order to achieve functional degree of literacy,
- 2) obtaining the awareness of the nature and the importance of English to enhance the nation's competing ability in global society, and
- 3) developing students' understanding about the relationship between language and culture.

Besides the purposes, some aspects are included in the Standard of Content. The aspects of English teaching in junior high schools consist three main points: (1) the discourse ability, in which students have the ability to understand and/or produce oral texts and/or written texts applied in four language skills: listening, speaking, reading and writing in balance to achieve functional degree of literacy; (2) the ability to understand and produce various short functional texts, monologues and essays in the form of procedure, descriptive, recount, narrative and report. The gradation of teaching materials can be seen from the use of vocabularies, language structures, and rhetorical steps; and (3) the supporting competencies which include linguistic competency (to use language structure and vocabulary, phonology and morphology), socio-cultural competency (to use expression and speech act appropriately in various communicative contexts), strategy competency (to overcome various problems occurring during communication process using various solution in order to make communication running well), and discourse-maker competency (to use discourse-maker means).

Related what explained above, the curriculum applied at SMP N 2 Kalasan is developed based on the School-Based Curriculum (SBC). The teachers derive

the standard of competencies and basic competencies from Indonesian government's standard content. The standard of competencies and basic competencies are developed into a syllabus which becomes the basis to make lesson plans.

Because this research focuses on reading for Grade VIII, the Standard of Competence and Basic Competencies of Grade VIII are presented below.

Table 1: Standard of Competence and Basic Competencies of Reading for Grade VIII in the Even Semester

Standard of Competence	Basic Competencies
Reading 11. Understanding meanings of simple short essays in the forms of recount and narrative texts to interact with students' surrounding.	11.1. Reading aloud meaningful functional written texts and simple short essays in the forms of recount and narrative texts with the appropriate pronunciation, stress, and intonation related to students' surrounding 11.2. Responding to meanings of simple short functional written texts accurately, fluently and appropriately related to students' surrounding 11.3. Responding to meanings and rhetorical steps of simple short essays accurately, fluently, and appropriately related to students' surrounding in the forms of recount and narrative texts

After knowing and determining what are taught, the researcher decides what teaching methodology that may work well with the students. The researcher uses the genre-based approach to help students to face their reading problems and improving their skills.

In the genre-based approach, the teacher helps the students through scaffolding until they can gain independent control of a particular text-type through a cycle of teaching and learning activities (Feez and Joyce, 1998: 27). The cycle consists of five stages in which each stage has different purposes in the teaching and learning processes. The figure of the cycle is presented as follows.



Figure 1: Stages of the teaching/learning cycle

The procedure of teaching-learning process implemented can be explained as follows.

1) Building the Context of the Field

In the first stage, the teacher helps the students to build the background knowledge about the topic, the context and the text they are going to deal with. Before introducing what they are going to learn, she has to create a good atmosphere and also grab the students' attention and interest. If she fails in this stage, the teaching and learning process will not run smoothly. She can tell and/or ask them about the things or events related to the content that they learn that day. Showing some pictures related to the topic or asking them to differentiate the model text with the other types of texts can also be done. The students can be

asked to answer comprehension questions of the model text after finding the meaning of vocabulary items being used. And by doing these actions, the students are well-prepared for the next stage.

2) Modeling and Deconstructing the Text

This stage requires the students to face the structural pattern and linguistic features of the model text such as the social purpose of the text, the verb, the nouns, the adverbs dominantly used in the text and the text constructions. The teacher presents the model text and together with the students, they figure out the pattern and the features. In this stage, labeling activity can be done.

3) Joint Construction of the Text

The students work together —with less help from the teacher— to read and to construct the text in this stage. The activities requiring the collaborative work such as in pairs or groups in which the students can share their critical thinking among them can be conducted through reading a certain text by themselves and doing a cloze task. They can also match some parts of comic strips with the descriptions. The arranging activity can also be done.

4) Independent Construction of the Text

If the students have experienced and trained to work together in constructing the text, it is the time for letting them to read and to comprehend the text by themselves—without the help from the teacher. Through this stage, the students do the reading tasks individually such as sequencing pictures with the story or answering comprehending questions in the form of short answer questions or true-false task.

5) Linking Related Texts

The last stage requires the students to link the text that has been learned to other related texts. The teacher can ask them to show the differences or the similarities between the text they have learned and the other texts in the similar contexts. Some activities that can be done are comparing the use of the text type across different field, researching other text types used in the same field, comparing written and spoken models of the same text type and investigating how a key language feature used in this text type is used in other text types.

In brief, it is important to know the purposes, the aspect, and the curriculum of teaching English in junior high schools. By knowing all of these, teachers can develop materials, media, activities and tasks for the teaching and learning process of reading appropriately. After that, those all are delivered to students using a procedure based on the genre-based approach. This procedure of teaching consists of five stages (BKOF, MDOT, JCOT, ICOT, and LRT) but only four are implemented in the teaching-learning process. Those stages are building knowledge of the text, modeling and deconstructing the text, joint construction of the text, and independent of the text.

c. Reading Assessment

Because reading is not productive skill, it is difficult to do assessment. Teachers cannot see the process of reading and the product. Moreover, once something read, the information will be stored in the brain which is unable to measure (Brown: 2004).

Even though it is difficult to measure reading, Urquhart & Weir (1998) in Hedgcock & Ferris (2009: 325) state that

Teaching and practice tasks may not always aim directly to elicit a measurable performance, but a good portion of instructional time entails assessment-like activities, such as responding to multiple-choice items after a reading, identifying a passage's main ideas, or analyzing a passage's rhetorical structure.

The assessment of reading can be done in the form of summative or formative assessment. Summative assessment is a kind of assessments in which what a student learned are measured or summarized at the end of course, while formative assessment is the one which "evaluates students in the process of 'forming' their competencies and skills with the goal of helping them to continue that growth process" (Brown, 2004: 6). He also proposes some activities that may be used to assess students' reading. The assessment is not merely testing, but there are various tasks can be used such as multiple choices, short answer tasks, ordering tasks, skimming tasks, gap-filling tasks, cloze tasks, matching tasks and the like.

Multiple-choice is a task used in assessing the students' reading skills. This kind of tasks was conducted in a term called "impromptu reading plus comprehension questions" for pre-test and post-test in the beginning and the end of the research. Some texts were presented accompanied with some questions with four possible choices.

Matching tasks require the students to match a certain list of words with the other one, usually used for finding synonyms, antonyms and meanings. But

matching task can be implemented for higher level activity such as matching the picture with its description or event.

Short-answer tasks are familiar tasks to our education. A certain text is presented and the students have to read it and answer the question following with one sentence or two.

The other tasks that can be used to assess the students' reading skills are called ordering tasks. Given some papers with separated parts of story on them, the students have to order them so the good story can be arranged and read.

In conclusion, reading assessment is quite difficult to carry out because people cannot see the process of reading nor the product. People tend to think that reading assessment is merely done by 'testing' like using multiple choices, but in fact, it can be assessed by some activities such as short answer tasks, ordering tasks, skimming tasks, etc. These activities are usually called formative assessment.

3. Theories of Comic Strips

a. Definitions of Comic Strips

Comic is one of the visual arts which has been familiar for people around the world. It can be in the form of comic strips (usually found in newspapers or magazines), comic books (*manga* in Japan), trade paperbacks, and graphic novels (Smith, 2006). Nowadays, people also know about web comics i.e. comics that can be read in the internet.

McCloud (1993: 9) defines comic as “juxtaposed *pictorial and other images in deliberate sequence, intended to convey information and/or produce an*

aesthetic response in the viewer". Liu (2004: 229) who conducted the research about the effect of comic strips in students' comprehension defines a comic strip as "a series of picture inside boxes that tell story". Taufik (2006) in Royanti (2007) points out that comic is visually light and easy-to-understand reading material which has simple vocabulary and sentence structures.

Macy (2007) says that comics are stories told in a sequence of panels or cartoons, found in newspaper or comic books. The definition is supported by Mallia in Beard and Rhodes (2002) in which comic are defined as a narrative text told by way of sequences of pictures which has continue cast from one sequence to the next and enclosure of dialogue and/or text within the pictures.

Nashir in Royanti (2007) also states that comic, generally, is a pictorial story in magazines, newspaper, or books that is usually easy to understand and funny. Comic strips tend to be humorous which tell the narrative sequence of cartoon panels (Pickett, 2006). This is similar to Sudjana (2002: 64) who defines comics as "a kind of cartoon form in which the characters are expressed and a certain story is played in sequences of closely related drawing and comics are usually designed to give fun to the readers".

From various definitions above, comic strips can be defined as one of visual arts which usually come out in magazines or newspaper. Comic strips tend to be humorous and funny to amuse the readers with a sequential of pictorial story drawn in panels.

b. The Use of Comic Strips in Teaching Reading

Most people like reading comics. The appealing of pictures and a sequence of story drawn are interesting to read. They also find it easier to understand comics' content because comics are always accompanied by visuals and use simple languages. Moreover because of the visuals, readers need less cognition to understand the contents. English teachers may find that comics can be a potential source to motivate students to read. This can be used as media applied in teaching English in the classroom. By making sure that students enjoy reading, it is easier to teach them various materials to improve their skills (Royanti: 2007).

The statements above are supported by Csabay (2006) who points out that comic strips usually liked by teenagers and young adults are seen to be effective used as media in language teaching. Comic strips which are usually funny will amuse and interest L2 students in which it means their motivation to read can be increased. She also states that with the characteristics of comic strips which are visuals, students will be able to learn better. Because if a word, expression, or concept is accompanied by a picture (a visual image in one's mind), they tend to memorize and to recall them more easily.

Drolet (2010) says that it is better to implement authentic materials having real language use but still bring the students to do extensive reading. If students enjoy reading, it will bring positive results in the way of comprehending the text contents. Comics can be seen as a promising material to implement because they are not only attractive for most learners in different ages and levels but also

contain real language use and also culture. The more students enjoy reading, the more their comprehension skills improve.

Because comic strips are dominantly visual, it can help students to comprehend the text and the situation of comic strips easier. Visuals accompanying a text can help students to comprehend factual information. Visualization also help students to recall the content of the text more easily. Related to this, Liu (2004: 266) cites the previous research (Levie & Lentz, 1982; Levin, Anglin, & Carney, 1987) which outlines the five major functions of using contextual visuals in combination with written text:

<i>Representation</i>	: Visuals repeat the text's content or substantially overlap with the text.
<i>Organization</i>	: Visuals enhance the text's coherence.
<i>Interpretation</i>	: Visuals provide the reader with more concrete information.
<i>Transformation</i>	: Visuals target critical information in the text and recode it in a more memorable form.
<i>Decoration</i>	: Visuals are used for their aesthetic properties or to spark readers' interest in the text.

Some scholars have stated some strengths of comics in education. One of them is Gene (2003) who presents the strengths as follows.

- a) *Motivating*. Because human tends naturally easier to be attracted by pictures which means comic can capture and maintain the learner's interest.
- b) *Visual*. Pictures and text mutually tell a story. In this "interplay of the written and visual" comics "put a human face on a given subject" resulting in emotional connection between students and characters of a comic's story, Versaci (2001)
- c) *Permanent*. Williams (1995) cites comics' "permanent, visual component" in contrast to film and animation, where the medium dictates the pace of the viewing progresses. The text medium is permanent but not "pictorial. So "visual permanence" is unique to comics, while time within a comic book progresses at the pace of a reader

d) *Intermediary*. Comics can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspiration and confidence for more challenging texts.

e) *Popular*. Hutchinson (1949) stated that "there should be harmony between the child's on-going life activities and his experiences in the school - new learning always is a continuation or expansion of learning already possessed by the learner". In addition, comic books promote media literacy, encouraging students to "become critical consumers of media messages" (Morrison, Bryan, & Chilcoat, 2002). Through comic books about social aspects students may examine "contemporary lifestyles, myths, and values" (Brocka, 1979).

f) *Development of thinking skills*: Analytical and critical thinking skills can be developed through comics according to Versaci (2001). Answering of deeper questions about the combination of visual and textual force students to get familiarized with these two means of expression, uncovering the deeper meaning of a work and offering a profound insight.

Oller's theory in Khoii & Forouzesha (2010) presents a text that has a story line and a logical structure is easier to remember and to recall. Comic strips provide the structure and the stimulus to which students respond, and, since stories are universal, students from different cultures can understand their structure and identify themselves with the characters. This helps them to acquire vocabulary, grammatical and communicative competence and provides them with special cultural knowledge as well.

The explanation of Oller's theory is put in details by Csabay (2006). She explains that comics have a story line in which they have a conclusion or at times a punch line. This story line motivates students to be eager to know what will happen, what will be the end of the story (as their curiosity has been aroused). They will tend to remember the words, expressions, and grammatical forms more easily. Oller's theory also points out that comics can be facilitation for learning vocabulary. Students have to find meanings of the words they find in a certain text and connect them with the context of surrounding discourse. This process will

bring better results in their vocabulary mastery. If students are able to associate the words with a certain context, especially their background knowledge, it is easier for them to recall and to apply the words. The words will be more meaningful than just learning words without a context. The grammatical can be improved because of new grammar points are shown in different ways which are simple, fun and easy to remember.

As explained before, comic strips are not something new in teaching reading. Having strengths like attractive and amusing which motivate students to read more and quite effective in helping to comprehend text because of the visualization, comic strips are believed to be helpful in teaching reading. This is supported by the fact that comic strips usually have a story line and a logical structure which is easier to remember and to recall. Those are some reasons why teachers can try to implement comic strips in their classes to improve students' reading skills.

c. Comic Strips Activities in Teaching Reading

To be able to use comic strips well in the classroom, an English teacher should know various activities which can be used to implement comic strips in teaching. Csabay (2006) offers four learning activities using comics. First, students can be asked to arrange the pieces of a comic strip that have been cut apart into a proper sequence to tell the story. Second, the speech bubbles are separated from the comic and they are asked to arrange the correct sequence of the speech bubbles. Third, the last panel of a comic strip is cut out and students are asked to continue the story either in a written or spoken mode. Fourth, they are

asked to complete some missing information in a story based on a comic strip later given to them.

Derrick (2008) also proposes some activities which can be used to maximize the use of comic strips in teaching English.

1. Understanding Visual Symbols

Before students face comics in the classroom, a teacher can ask them to interpret the visual symbols in the comics. These symbols can help them to prepare vocabulary they might encounter.

2. Reading Order in Comics

Students can learn how the order of the events is organized. They might find out that not all of comic strips follow an order, in which the sequence of the story comes from left to right. That is why they can practice to recognize the order of the text which let them to comprehend how the story well even in unusual order.

3. Completing Comic Jigsaws

Comic jigsaw can be used as an activity when the teaching learning process uses comic strips as media. This activity can be applied individually or in group. Each student is given some separated panels in which there are some missing parts in the panels (the texts or the bubble speeches or even the panel containing the pictures itself). Students should find those missing parts to complete the comic strip by asking then matching the panels. This activity promotes the cooperation in doing tasks.

4. Filling in the Text

Students can be given a comic strip in which the speech bubbles have been deleted or covered. They can write what might have been said by the characters in the comic strip. They can also practice to use some new vocabulary or expressions taught in the classroom.

5. Creating Pictures

Instead of creating texts for the sequential picture of a comic strip, students can create their own pictures or drawing based on text given. The texts can be taken from various sources, as long as it contains the materials taught. By doing this, they are able to imagine and bring the texts into pictures.

6. Putting Panels in Order

Students are given some separated panels of comic strips in which those are cut and distributed randomly in each group. They have to find the correct panels to complete their own comic strips. To do this activity, they have to understand the story and know the order of events or conversation patterns used to be able to fully complete the comic strip given.

7. Creating Comics

In this activity, students can be asked to create their own comics. If they have known how the comic strip works and they have understood materials given by the teacher (various texts with general structure and the language used), they can make their own comic after given specific themes. Besides drawing comics by themselves, they can take any pictures from any sources, like magazines, newspapers or internet.

In brief, it can be concluded that there are some activities which can be implemented in teaching reading using comic strips. Some of them require students to be able to arrange the pieces of a comic strip into a proper sequence or to match certain panels with the correct speech bubbles. The other activities can be integrated with writing skills. Students can be asked to write what might be said by the character in the speech bubbles based on a certain passage or to create their own comics.

B. Related Studies

Comic strips have been used as one of media in teaching, including in teaching reading. Some researchers conducted studies in order to know the effect of comic strips on people's reading skills and they showed different results regarding this matter.

The research conducted by Liu (2004) to investigate the effects of comic strips on L2 learners' reading comprehension showed that the students' reading comprehension level of low-level students was increased when they were faced with the high-level texts with comic strips, although there was no significant effect of comic strips used in reading found for the high-level students. The low-level students had higher scores in comprehending the high-level texts accompanied with comic strips than they who read the high-level texts only. However, the comic strips with the high-level text did not enhance the high-level students' recall.

Myartawan and Parianingsih (2010) conducted studies involving thirty-four students of junior high school. This study had an aim to know the effect of

bringing the comic into classroom to improve the students' reading comprehension of narrative texts. From the research, it was proven that integrating comics in the classroom teaching-learning process can improve the reading comprehension of narrative texts. The students were motivated to read more and their lack of vocabulary resulting in low comprehension ability have improved and strengthened.

Meanwhile, in Turkey, Merc (2013) carried out a study to investigate the effects of comic strips on reading comprehension of Turkish EFL learners. He implemented comic strips for treating the students based on proficiency (lower-intermediate and upper-intermediate) and text level (low-level text only, low-level text with comic strips, high-level text only, and high-level text with comic strips). The result of the research showed that the students with the comic strip effect, regardless of proficiency and text level, had better score than the students who were given texts only. Their ability to comprehend texts increased because the texts were accompanied with visuals.

While four researchers come to a conclusion that using comic strips improves the reading comprehension, the different result was obtained by Khoii and Forouzesh (2010). They conducted studies to prove whether the comic strips containing visuals could help the students to improve their English reading skills. The research involving sixty-two beginner students in Institute in Tehran showed a result that there was no significant effect on the learners' progress in reading comprehension using reading passages with comic strips. The students did not need any pictures to support the simple texts given to them. The comic strips

motivated and helped the students to understand the difficult texts, but they could become a distraction towards the text's linguistic complexities too. Some factors which should be taken into account as consideration were the students' level in comprehending the written texts and their individual strategies in processing the texts.

C. Conceptual Framework

Reading as one of the skills that should be mastered by students of junior high schools in learning English becomes the essential skill taught by the teachers. The reason is that the students have to read many kinds of texts to get any information to improve their knowledge. This action will be really needed to master the other skills. Moreover, the tests conducted by their school, local area, or national require them to read a lot. There is a little bit divergence regarding this matter, because the purpose of teaching reading is actually not only about facing the tests but also making students love and enjoy reading anything. In fact, the other skills are also taught in the classroom, but the teachers seem to put more focus on teaching reading. Focus on teaching reading only does not always guarantee that the students will be good readers who are able to comprehend the texts. There are many aspects affecting the way to be better readers.

This is also similar to what can be found in teaching reading in Grade VIII D at SMP N 2 Kalasan. Some problems occurred in the reading teaching-learning process. The students had low motivation in reading –even in English—. They thought that English texts was difficult to deal with. They were not familiar with English words. Moreover, they found that the texts were not interesting to read.

Reading the written texts only was a boring activity—especially the texts with the language they were unfamiliar with.

The students also had difficulty in vocabulary mastery. They had limited English words but they rarely tried to find difficult words they encountered using dictionary. They even kept forgetting to bring their dictionary. The last problem was that they were bored to keep doing activities after reading texts given. They did not enjoy the texts they had to read—even, they did not really comprehend the contents. Being able to answer comprehension questions in the form of short-answer questions did not mean that the students truly understand what they read.

Trying to solve the problems, the researcher chose one of many possible solutions to be implemented in the classroom. The chosen solution was by using comic strips to improve the students' reading skills. Comic strips were chosen because most students of junior high schools liked comics than novels that had longer length. Whenever they were given long texts, they usually asked why there was no picture on them. Comic strips containing visuals were believed to make students interested in reading. Students in the beginning level tended to read texts which had visuals on them. Through visuals, they could imagine and grasp the contents better.

The researcher expected that using visuals in comic strips would motivate and make the students interested in following the reading lesson. By letting them enjoy reading, it was easier to teach the students how to comprehend texts better. In the end, it was expected to affect positively in their reading skills.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

This research implemented action research as the research design. Burns (2010) defines action research as an action done as reflective practice of a teacher which involves taking a self-reflective, critical, and systematic approach to explore the teacher's teaching context. So through action research, the researcher tried to find and to solve the problems occurring in the class, and found some new and creative ways to overcome the problems—even to improve the teaching and learning process in the classroom based on the theories and the other experiences. So, the researcher was not merely observing and describing the problems found but taking an action to solve the problems in order to get better improvement.

The action research was actually collaborative in nature which means that the researcher should collaborate with the English teacher to conduct the research. The researcher also took another collaborator besides the English teacher. All members who were involved in the research had a discussion before the action was done. The prior discussion to share their opinions towards some issues in the classroom was taken into account in the planning and evaluation in order to make the research run well. This collaboration brought a better result in order to strengthen the validity and the reliability of the process and the findings.

According to Kemmis and McTaggart in Burns (2010), the action research involves four broad phases in a cycle of research. The cycle model containing four main phases can be illustrated as follows:

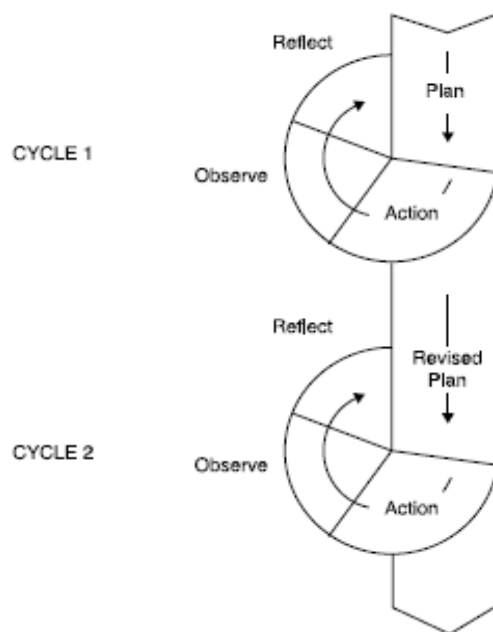


Figure 2: Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010)

As illustrated in the diagram, action research contains a repetitive cycle containing some steps; those are plan, action, observation and reflection.

In the planning step, the researcher identified the problems occurring in the classroom and tried to find an effective solution to overcome them based on the supporting theories and the experiences. The plan contained some matters such as what the problems were, what the chosen solution was, when the implementation was done, how long the implementation time was, what the research should do in implementing the solution, how the data would be collected, how the researcher analyzed data and the like.

After the planning was done, the researcher took some actions by implementing the solution chosen in the classroom. The plan made before should be well-prepared because it affected how well the action was done. During the action, the researcher did the observation. She observed everything that happened during the implementation, helped by the collaborators. The interaction, motivation, reaction, condition, improvement found in the class during the implementation were recorded in various instruments. Then, those data collected were analyzed, evaluated, reflected and concluded in the reflection step. After doing this stage, it noted the researcher had finished a cycle of action research. However, if she was not satisfied because the result might not be suitable or different from what had been expected, Cycle 2 could be conducted. The plan were revised and re-implemented. After that, the action was observed and reflected until the use of comic strips in improving the students' reading skills was granted as successful.

B. Research Setting

1. Time

The research was conducted for about two months, from April 2014 to May 2014, including the reconnaissance and two cycles of action research (plan, action, observation and reflection) to implement the use of comic strips in improving the students' reading skills. Each cycle needed two meetings, so the time needed for the implementation was four meetings. The pre-test and the post-test were also conducted and for each test, it took one meeting. Before implementing the pre- and the post-test, the tests were tried out first in another class.

2. Location

The research was done at SMP N 2 Kalasan. This junior high school is located in Kledokan, Selomartani, Kalasan, Sleman, which is quite far from the town of Yogyakarta. This school has 18 classrooms (six classrooms for each grade), one teacher room and some other facilities, such as a small mosque, a library, parking areas for students, teachers, and staffs, two science laboratories, a language laboratory (some headsets and computers in this room do not work), a computer laboratory, three canteens, and a green house in the central part of the school. Moreover, there are also an auditorium (a hall), a sewing room, a basketball field, a soccer field and the others.

Each classroom at SMP N 2 Kalasan is quite well-equipped with the whiteboard, attendance board, chairs and tables, an organization chart of the class and the class's learning schedule. The LCD and the speakers are not available in each classroom; those are available in some classrooms only—especially in the ninth grade classrooms.

3. Participants

The participants of the research comprised 32 students of VIII D of SMP N 2 Kalasan in the academic year of 2013/2014. There were 18 males and 14 females. Their motivation in reading, especially in English were quite low. They always thought that English was a difficult subject to deal with. The teaching-learning technique and the lack of vocabulary also affected the students' reading skills.

C. Data Collection

1. Types of data

The researcher collected qualitative and quantitative data for this research. The qualitative data were in the form of interview transcripts and field notes collected during the research conducted. In contrast, the quantitative data were obtained from the scores of the students' reading tests.

2. Instruments

In this study, the researcher used some instruments. Those were interview guidelines, observation sheet and checklists, and tests which consisted of pre-test and post-test.

Interview guidelines were used during the reconnaissance stage, during and after the implementation. In the reconnaissance stage, two interview guidelines were used for interviewing the teacher and the students. The interviews were to know the problems occurring during the teaching and learning process of reading. The next interviews were to know the students' responses and problems during the implementation. After the implementation, two interviews guidelines were used for interviewing the collaborators and the students to know their feelings towards the use of comic strips in teaching-learning of reading.

The observation sheet was used at the reconnaissance stage to collect any information related the problematical issues in the classroom. The observation checklists were used during the implementation to gather any data on the students' responses, interactions, motivation and behavior.

The tests were conducted to obtain the quantitative data. There were two tests administered: the pre-test and the post-test each of which consisted of 35 items. The pre-test was conducted before the implementation to get result of the students' reading level and their lack of. While the post-test were administered after the implementation of action to know whether there was improvement or not in the students' reading skills through the use of comic strips.

3. Data Collection Techniques

The data of this research were obtained by interviewing, observing, and testing. This study needed data such as the reading tests scores, the opinions, the obstacles, and expectations of the action implemented from the research participant. The classroom observation, the documentation of the implementation, the tests and the interviews were the sources of the data needed.

In the reconnaissance stage, the researcher used an interview guideline for the teacher to find the problems in English teaching and learning process. She also interviewed the students using another guideline to know their problems in the reading lesson at the beginning of the research. She conducted some other interviews during and after the implementation. The data collected from the interviews were presented in the form of interview transcripts. The class observation was also done to strengthen the results of the interviews. The result of the observation was written in the form of field notes.

There was a pre-test conducted in the beginning of the research for the students. The test was in the form of multiple choices consisting of thirty five question items with four choices for each number. Each question in the tests

represented the cognitive aspects of reading comprehension based on Anderson and Krathwol's Taxonomy. The scores of the test showed the students' reading levels and skills.

During the implementation, the collaborator observed what happened in the teaching and learning process. Those included what the researcher did, what reaction shown by the students, how the implementation run, and the like. The collaborator filled the observation checklists in which they were written into field notes later. Through these actions, the researcher found the strengths and the weaknesses of the implementation. The activities in the classroom were also documented in the form of photos. The researcher also interviewed the students and the collaborator about their responses toward the teaching and learning process.

The research was ended by a reading post-test. This test was administered at the end of Cycle II. Like the pre-test, the test consisted of thirty five items in which the questions and the texts were in the same level as before. The scores of this test were compared to the pre-test' to find out whether there was a significant improvement or not after the comic strips implementation in the teaching and learning process of reading. This action was done by using t-test. The means and the standard deviation of each test were also searched.

The last action done by the researcher in collecting data was interviewing the students and the English teacher. These interviews were useful to know their feeling and opinion towards the use of comic strips in improving reading skills.

D. Data Analysis Techniques

Although the research is actually qualitative in nature, the data collected in this study are in the form of quantitative and qualitative data. It made the data were analyzed in two ways too—quantitative and qualitative data analysis.

The qualitative data (the interview transcripts and field notes) were analyzed qualitatively. According to Burns (1999), there are some steps in analyzing qualitative data. Those are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

The results of pre-test and post-test were analyzed by finding the means of the scores to know whether there was improvement or not in the students' reading skills. The means achieved from both tests were compared by using t-test through SPSS ver. 20.00. Finding the standard deviation was also important to know the distribution of the scores.

E. Validity of the Data

Anderson *et al.* (1994) in Burns (1999) state there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Those are used to make sure that the research is trustworthy.

1. Democratic validity

Because an action research is naturally collaborative, it means that democratic validity comes out as a dominant validity. This kind of validity is related to the extent to which the researcher is truly collaborative. To fulfill this validity, the research involved the students, the collaborator, and the English

teacher by having interviews and discussion in finding and selecting problems then solving them together.

2. Outcome validity

This validity is related to the notion of action leading to outcomes that are “successful” within the research context. The outcome of the research was expected to be able to solve more than one problem in teaching-learning process, for example related to what this research did, those were the reading skills and the media to improve them—including the students’ motivation.

3. Process validity

Process validity is related to the process of conducting the research. This study fulfilled this validity by observing the classroom activities, making field notes during each lesson, interviewing the students and the English teacher, and having discussion with the school principal in the scheduled time.

4. Catalytic validity

It is related to the extent to which the researcher allows the participants and all of the parties to get deeper understanding the materials and how they can create changes in their understanding of their actions.

5. Dialogic validity

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend” or other participants. To fulfill this criterion, the researcher asked the English teacher and the collaborator to act as the observers who observed the teaching and learning

process, reported the students' reaction, and gave feedback to what happened in the classroom.

For validating the tests conducted at the beginning and the end of the implementation, the research referred to what Cohen, Manion and Morrison (2005) propose. They are content validity (achieved by ensuring that the content of the test was relevant to what were taught during the implementation, in this case the text type—recount texts) and face validity (achieved by ensuring that the test tested what it was designed to test, in this case to see the improvement of the students' reading skills).

F. Reliability of the Data

Beside the validity, the research needed something called reliability to keep the consistency of the research. In this research, the reliability was obtained by giving genuine data, such as the field notes, the interview transcripts and the other records. To obtain the trustworthiness, the data obtained were triangulated. The data were collected at one point in time or over period of time to get a sense of what were involved in the processes of the changes. It meant the time triangulation was implemented. Moreover, the investigator triangulation was done, that more than one observer were involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observation. In this case, the roles were taken by the English teacher and the collaborator. The theoretical triangulation was also done. This triangulation required the researcher to analyze the data from more than one perspective theory.

The one explained before is the reliability for the qualitative data. In contrast, for the quantitative data, the reliability was obtained by making sure that all students received the same quality of input (Brown, 2004). In addition, because the researcher used tests in the form of multiple choices to collect the quantitative data for this research, the internal consistency reliability for the tests should be considered. This reliability is “a measure of the degree to which the items or parts of a test are homogeneous, equivalent or consistent with each other” (Richards and Schmidt, 2002).

The tests conducted were the achievement tests. At first, each test (pre-test and post-test) was in the form of multiple choices consisting of fifty questions with four choices for each number. The tests were designed in the same level of difficulty and the same level of the distribution of cognitive aspect content in reading comprehension to get the most valid result. Each question in the tests represented the cognitive aspects of reading comprehension based on Anderson and Krathwol’s Taxonomy.

After finishing the prototypes, the researcher tried out the tests in different class—in the same grade. The results were analyzed to check whether the test items were valid or not before being implemented in the target class. To make it easier checking whether they were valid or not, the researcher used ITEMAN. The analysis was done by looking at the item facility, the item discrimination and the distractor efficiency.

1. The item facility helps to decide if the test items are at the right level for the target groups. The researcher referred to Brown (2004) about the range of IF.

The items are valid if those are between 0.15-0.85. If the value is more or less than the standard, the items should be revised or discarded.

2. The item discrimination helps to see how “the test items differentiate the high- and low-ability test-takers” (Brown: 2004: 61). The good test items show the value > 0.15 and positive.
3. The item distractor efficiency is “the extent to which the distractor ‘lure’ a sufficient number of test-takers, especially lower ability ones, and those responses are somewhat evenly distributed across all distractors”. The good item tests show that the key answers will be positive, while the distractors have negative values.

Based on some aspects above, some test items among fifty items were found invalid. The researcher discarded some of the items, but some of them were revised. After being tried out, thirty five items (including the revised one) used in each test to be administered in class VIII D.

G. Research Procedure

The researcher conducted the study following a cycle consisting four broad phases in action research stated by Kemmis and McTaggart (1988) in Burns (2010). Those are plan, action, observation and reflection. The probability to conduct the second cycle was quite high, because the result of the first cycle might be not satisfying or different from what had been expected. The first cycle is presented such follows:

1. Reconnaissance

The researcher began the research by observing the teaching and learning process in the classroom, especially regarding the reading lesson in Grade VIII D at SMP N 2 Kalasan. After that, the results of the observation were taken into consideration to identify the problematical issues in the process of teaching and learning. To strengthen them, interviewing the English teacher to find out the problematic sources in teaching reading and interviewing the students to discover their difficulty in the reading lesson were also conducted. Conducting the pre-test was to know the students' level in reading skills. After conducting those all, the researcher formulated the problems in the teaching and learning process. The last thing done in this stage was discussing the plan and the actions to overcome the problems together with the collaborators.

2. Plan

After formulating the problems occurring in the reading teaching and learning process in Grade VIII D at SMP N 2 Kalasan, the researcher made a plan of actions to overcome the problems with the help of the collaborators. She prepared a course grid in which the materials were about recount texts. Then, the course grids were written into the lesson plans. As what had planned before, comic strips were used in the teaching and learning process to improve the students' reading skills. The implementation in this cycle was planned to be done in two meetings.

3. Action

The researcher implemented comic strips to improve the students' reading skills for two meetings as planned before. She taught the students about the recount texts based on the lesson plans prepared.

4. Observation

At this point, the researcher together with the collaborator observed the students and the teaching-learning process. The results of observation then were written in the form of field notes for each meeting. The data obtained from each meeting were analyzed as soon as possible after the implementation to be taken as the consideration for the next step.

5. Reflection

After the observation phase conducted, the researcher did the reflection, the evaluation, and the description related to the effect of the use of comic strips in reading teaching learning process. Those were done by the researcher and the collaborator to make conclusion whether the research had granted as successful or not. Then, they considered everything that happened during the implementation to determine whether the second cycle needed to be conducted or not.

Cycle II

Cycle II were conducted if the result of Cycle I was not like what had been expected. This purpose of this cycle was to get the significant result of the implementation of comic strips in the reading lesson of Grade VIII D of SMP N 2 Kalasan.

1. Revised Plan

The results of the first cycle were taken into consideration in deciding what should be done by the researcher in the comic strips implementation to improve the students' reading skills in the second cycle. To overcome the problems occurring during the implementation in Cycle I, the researcher made better plans. The activities and texts were revised and changed in order to make those appropriate with the condition in the classroom.

2. Action

The researcher implemented comic strips in teaching-learning process of reading with better plans developed from the first cycle. The implementation took two meetings as well as the implementation in Cycle I.

3. Observation

The researcher and the collaborator conducted the observation of the comic strips implementation in the reading lesson. As what had done before, the observation was to obtain data mentioned earlier—especially the field notes and the documentations (photographs).

4. Reflection

Cycle II was ended by the reflection in order to check the effectiveness of comic strips to improve the students' reading skills. The results of reading achievement in this cycle were taken into consideration to determine the successfulness of the research. If the reading achievement showed better results than the first cycle or before the research conducted, the media was considered successful in helping students in improving their reading skills. But if it was not,

the media might be not suitable or effective for Grade VIII D students at SMP N 2 Kalasan to improve their reading skills. The researcher reflected some factors that might affect the research to be unsuccessful. The reflection in Cycle II noted the end of this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The research was intended to know how the use of comic strips can improve the students' reading skills. The problems found during the observations and the interviews were tried to be solved through the implementation of comic strips in the teaching and learning process of reading. The further explanations and procedures are described in this chapter.

A. Identification of the Problems

During the reconnaissance stage, the researcher found some problematic issues related to the teaching and learning process of reading when she interviewed the English teacher and the students. The results can be seen from the extracts of the interviews below.

- R : *Kalau mengenai kendala mengajar, yang biasa Ibu alami apa?* (About the teaching problems, what does Mrs. Tavip usually face?)
- T : *Ya itu, Mbak. Susah ngajak mereka fokus belajar. Bagi mereka, bahasa Inggris itu susah banget. Mereka dah nyerah duluan gitu. Minat belajar bahasa Inggris sangat rendah, kecuali buat beberapa anak yang memang benar-benar pintar.* (It is difficult to ask them to focus in learning. **They think English is really difficult.** They have given up before trying. **Their motivation to learn English is very low**, except those students who are really smart.)
- R : *Terkait dengan pengajaran reading, bagaimana proses belajar mengajarnya, Bu?* (Related to the teaching reading, how does the teaching and learning process run?)
- T : *Maksudnya gimana, Mbak?* (What do you mean about that matter?)
- R : *Ya, apa lancar-lancar saja? Atau sama saja ada masalah?* (Is it always okay? Or are there any problems?)
- T : *Masalah sih selalu ada, Mbak. Minat mereka membaca saja rendah, apalagi membaca bacaan bahasa Inggris.* (The problems are always found in teaching. **Their motivation to read is low, especially to read English texts.**)

(Appendix B/BI.T/IT.01—p.118)

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- R : Do you like English?)
- S2 : *Lumayan, Mbak. (It is just so-so.)*
- S1 : *Aku ga suka, Mbak. Ga bisa soale. (I do not like it. I just cannot learn that.)*
- S3 : *Sulit, Mbak. (It is difficult.)*
- R : *Sulit? (Difficult?)*
- S3 : *Ga mudeng artinya, Mbak. (I do not understand the meaning.)*
- R : *Kalau baca—kalian suka baca? (What about reading? Do you like it?)*
- S1 : *Ga, Mbak. Males. (No. It is boring.)*
- (Appendix B/BI.S/IT.02—p.119) -----

Through the interviews, it was found that the students did not have strong motivation to read—even to learn English. They always thought that English was too difficult to deal with. Their low motivation really affected their participation in the teaching and learning process of reading.

The next problem was the monotonous teaching technique used. The teacher implemented the common technique in teaching reading. At first, she gave the text. Then, the students were asked to read it, to find the difficult words and to answer the comprehension questions which were usually in the form of short-answer questions. Sometimes, they also translated the text together. Although reading was usually taught through this way, various texts, media, activities and tasks were important to be considered. It had to be done to make sure that the students far from being bored. Related to this matter, the researcher had interviewed the teacher and the students. The following is the interview transcriptions of those interviews.

-
- R : *Biasanya Ibu mengajar reading bagaimana? Maksudnya teknik yang Ibu pakai. (How does Mrs. Tavip usually teach reading? I mean, what kind of techniques does Mrs. Tavip implement?)*
- T : *Saya masih ke konvensional, Mbak. Jadi nanti pakai teks, kata-kata sulit, generic structure, sama pertanyaan. Lha, reading juga cuma begitu, kan,*

Mbak? (I teach reading using common technique. So, **I use texts, discuss the difficult words, look for the generic structure and answer the questions.** Reading is always like that, right?)

R : *Kalau aktivitas pembelajarannya yang biasa diterapkan gimana, Bu?* (What learning activities do you usually implement?)

T : Ya itu, Mbak, seperti yang saya bilang tadi. Saya nanti akan mengarahkan mereka ke topik yang akan diajarkan, nanti saya kasih teks, kita baca bersama, temukan kata-kata sulit, lalu jawab pertanyaan. Paling jenis *tasknya* yang berbeda. Kadang saya kasih permainan juga. (As I told you before. **I guide them to the topic being learned, then I give them a text, we read it together, find the difficult words, then answer the questions.** Sometimes, I use a different kind of tasks. I use game too.)

(Appendix B/BI.T/IT.01—p.118)

R : *Kalau Bu Tavip ngajar reading gimana?* (How does Mrs. Tavip teach reading?)

S3 : *Gimana ya, Mbak. Suruh buka LKS atau dikasih teks gitu. Terus dibaca, diartiin bareng, terus jawab pertanyaan.* (Let me see. **We are asked to open LKS or given a text. We read, translate together, and answer the questions.**)

(Appendix B/BI.S/IT.02—p.120)

R : *Kalau pas reading, Bu Tavip ngajarnya gimana?* (When you are in the reading lesson, how does Mrs. Tavip teach you?)

S4 : *Dikasih teks, terus dibaca bareng-bareng, diartiin gitu. Terus jawab pertanyaan terus dibahas.* (**We were given a text, read it together, and translated it. We answer the questions and then check them.**)

(Appendix B/BI.S/IT.03—p.121)

The students had also difficulty in mastering vocabulary. They could not understand the content of the text they read because they did not know the meaning. If they encountered difficult words, just some of them tried to find the meaning from their dictionary. Most of them just copied their friends' work because they did not bring their own. The extracts of the interviews shows the results related to this problem.

R : *Kalau kendala lain dalam reading, apa lagi, Bu?* (The other problems in reading—Anything else?)

T : Vocabulary *mereka masih dikit, Mbak. Banyak kata-kata sulit yang ga mereka tahu. Kalau saya suruh buka kamus, kebanyakan banyak yang lupa bawa. Jadi, seringnya saya nulis kata-kata sulit beserta artinya di*

papan tulis, supaya mereka tahu. (They lack of vocabulary. There are many difficult words they do not know. If I ask them to open the dictionary, many students forget to bring it. So, I often write down the words and their meaning on the whiteboard to make them know.)

(Appendix B/BI.T/IT.01—p.118)

- R : *Susahnya apa sih, dek baca bacaan bahasa Inggris?* (Is it really difficult to read English texts?)
- S2 : *Tulisannya kan bahasa Inggris semua, Mbak. Ga mudeng. Ga tahu artinya. (Every word is in English. I do not understand. I do not know the meaning.)*
- R : *Kalau susah sama ga tahu artinya, gimana kamu ngatasinnya?* (If it is difficult and you do not know the meaning, how do you overcome them?)
- S1 : *Ga dibaca, Mbak. Hahaha. (I do not read that.)*
- S3 : *Kadang lihat kamus, Mbak. Cuma aku jarang bawa kamus.* (Sometimes, I look at the dictionary. But **I seldom bring it.**)
- R : *Lha, kalau pas pelajaran?* (So, what you do in the learning process?)
- S2 : *Kadang nyonto temen, Mbak. Takon artine. Tapi, Bu Tavip suka ngasih tahu artinya, sih. (Sometimes, I copy my friends' answers. Asking the meaning. But, Mrs. Tavip usually tells the meaning.)*

(Appendix B/BI.S/IT.02—p.120)

- P : *Berarti kalian ga suka baca bacaan bahasa Inggris?* (Don't you like reading English texts?)
- S7 : *Piye isa seneng, Mbak. Kan ra mudeng. (How can I like it? I just do not understand.)*
- P : *Lha kalau pelajaran bahasa Inggris gimana?* (So what you do in the English lesson?)
- S6 : *Ya ga gimana-gimana, Mbak. Engko gari nyonto Sugeng. (Nothing special. Just copy Sugeng's work.)*
- P : *Ga pernah nyoba nyari kata-kata dari kamus supaya mudeng?* (Why don't you try to find the difficult words from your dictionary so you can understand them?)
- S6 : *Kadang, Mbak. Nek entuk jilihan kamus. Hahaha. (Sometimes, I do that. If someone let me borrow his dictionary.)*
- P : *Kalian ga pernah bawa kamus sendiri?* (Have you ever brought your own dictionary?)
- S7 : *Abot, Mbak. Males dadine. (It is heavy. I do not like bringing it.)*
- S5 : *Aku malah ra duwe kamus. (I do not have any dictionaries.)*

(Appendix B/BI.S/IT.03—p.121)

The researcher also found another problem. This was related to the references used in the teaching-learning process. The teacher tended to use one or

two coursebooks from library or LKS. The texts found were mostly in the form of texts only—without anything to attract the students' interest. There were quite rare to find any visualization.

R : Kalau mengajar reading, buku atau sumber belajar yang biasa Ibu gunakan sebagai acuan? (In teaching reading, what books or learning sources do you usually use as the references?)

T : Biasanya sih Let's Talk, BSE, kadang dari internet juga. Tapi, sering pakai LKS juga sih, Mbak. **(I usually use Let's talk, BSE, sometimes I take the materials from internet. But, I often use LKS too.)**

(Appendix B/BI.T/IT.01—p.119)

R : Biasanya Bu Tavip ngajarnya pake apa? (What does Mrs. Tavip use to teach?)

S4 : Sering pake LKS, Mbak. Kadang buku yang dipinjem dari perpustakaan. Tapi, kadang difotocopiin. **(She often uses LKS. Sometimes we use the coursebooks borrowed from the library. But, Mrs. Tavip gives us the copy of texts occasionally.)**

(Appendix B/BI.S/IT.03—p.121)

Another problem found by the researcher was that the comprehension activities or tasks were dominated by short-answer questions. The teacher rarely implemented other kinds of activities in their lesson. Moreover, in the teaching and learning process, she often translated the questions in order to help the students to understand what were asked. It was also done to shorten the time to do the activities. She could not let the students take longer time just to know what they needed to answer.

The students had done taking a note. The teacher then said, "Now, look at the questions related to the text. Answer those questions on your books. Please, do the complete answers." Before doing that action, **she translated the questions for the students so they could understand them more quickly and easily to find the answers.** The students were involved in translating those five questions.

(Appendix A/O/FN.02—p.103)

Besides the interviews, the classroom observation was also done by the researcher to support the results obtained before. During this action, some problems were found. Those problems can be seen from the field note as follows.

“Okay, let’s focus on the text,” the teacher asked. **Some students made noises and did not pay attention.** There were some students who focused on the texts, especially in the front and the two right lines.

After thinking that the students were able to understand the text setting, the teacher wrote down some vocabulary items which might be unfamiliar and difficult for them with their meaning in Indonesian. Some students focused on what were written in the whiteboard, some of them looked at the text, and **the rest did their own activity.**

(Appendix A/O/FN.02—p.102)

Through the field note, it was proven that some students were not interested in reading the text given. They tended to make noises or do their own activity. Moreover, the teacher helped a lot the students with the vocabulary. Yet, this action might make the students did not try to find the meaning by themselves. They seemed to be indulged, even though the teacher had the reason to do it.

Therefore, to know the students’ reading level and skills, the researcher conducted a pre-test before doing the action in the classroom. The test consisted 35 items in the form of multiple choices with four options for each question. The students’ scores ranged from 26 to 89—with mean score of **61.4**. The results were still far from KKM. Table 2 presents the mean score and the standard deviation obtained from the pre-test.

Table 2: **The Result of Pre-Test of VIII D at SMP N 2 Kalasan**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	32	26.00	89.00	61.4	14.1
Valid N (listwise)	32				

The interviews, the observation and the pre-test showed that there were some problems in teaching and learning process of reading, especially in class VIII D. These problems were summarized and categorized into a table as follows.

Table 3: The Field Problems of Class VIII D at SMP N 2 Kalasan

No.	Problems	Aspect	Sources
1.	The students had low motivation in reading.	S	I, O
2.	The students thought that English is difficult.	S	I
3.	The students had low vocabulary mastery.	S	I, O
4.	The students did not bring their own dictionary and relied on their friends to find the meaning.	S	I, O
5.	The students were passive in the classroom.	S	O
6.	The students did not pay attention to the teaching-learning process.	Met	O
7.	The texts were not interesting.	Met	I, O
8.	The teaching technique was monotonous.	Met	I, O
9.	The teacher depended a lot on LKS or coursebooks.	Met	I, O
10.	The teacher dominated the class.	T	O
11.	The teacher did not use interesting media.	Met	O
12.	The tasks were dominated by answering the short-answer questions related to the texts.	Met	O

Descriptions:

S: Students Met: Method T: Teacher O: Observation I: Interview

B. Identification of the Selected Problems

After obtaining and categorizing some information about the problematic issues related to teaching and learning process of reading, the researcher with the collaborators determined some problems that might be feasible to solve. The urgency level and the feasibility were used as the main consideration. The problems which would be solved are presented in Table 4.

Table 4: **The Urgent Problems of Class VIII D at SMP N 2 Kalasan**

No.	Problems	Aspect
1.	The students had low motivation in reading.	S
2.	The students had low vocabulary mastery.	S
3.	The students did not pay attention to the teaching and learning process.	Met
4.	The texts were not interesting.	Met
5.	The teacher dominated the class.	T
6.	The teacher did not use interesting media.	T
7.	The tasks were dominated by answering the short-answer questions related to the texts.	Met

Descriptions:

S: Students

Met: Method

T: Teacher

C. Actions Determination to Overcome the Selected Problems

The researcher and the collaborators had selected some problems to solve. The next step to do was discussing and finding out the possible causes which made the problems arose in the classroom. The table below shows the results of the discussion.

Table 5: **The Possible Causes of the Field Problems**

No.	Problems	Main Causes
1.	The students had difficulties in reading and comprehending the texts.	a) The students' motivation was low in reading—even in learning English. b) The students lacked vocabulary. c) The texts were not interesting. d) The teaching technique was monotonous.
2.	The classroom interaction was low.	a) The teacher dominated the classroom. b) The students were passive. c) The students did not pay attention to the teaching and learning process.
3.	The activities were monotonous and not interesting.	a) The teacher dominated the teaching and the learning process. b) The learning activities and tasks were not varied.

		c) The media were rarely used and provided. d) Most materials were taken from LKS or the coursebooks from the library. e) The texts used were not interesting.
4.	The students had low vocabulary mastery.	a) The students depended on the dictionary a lot. b) Most students forgot to bring their own dictionary and just relied on their friends to find the meaning of the difficult words they encountered. c) The teacher wrote down the difficult words and the meaning without letting the students find them by themselves.

After categorizing and finding out the causes of the problems, the possible solutions were discussed. The researcher and the collaborators agreed to implement comic strips in the teaching and learning process of reading.

Comic strips were expected to be able to solve the problems occurred. Using comic strips which have visualization helped the students to be interested in reading. They tended to like reading something having visuals because those were not boring. Visualization would let them understand the content or the plot of the text easier. They could imagine what really happened in what they read. The pictures would also help the students to know what were meant by the words they encountered.

It was agreed that the researcher would not use comic strips authentically. They would be combined with the texts in the implementation. By doing this action, the students would comprehend the texts easier but still they did not depend on the pictures only. The reading activities were also varied by using comic strips. Ordering and matching comic strips with texts were the alternatives

besides answering short-answer questions related to the texts. These kinds of activities could be done in pairs or groups so the students' involvement and participation would improve.

D. Research Process

1. Report of Cycle I

a. Planning

After discussing the plans with the collaborators, the researcher implemented comic strips in the teaching-learning process of reading in Class VIII D. This action was carried out in two meetings, because the English teacher thought that the students might be bored to have the reading lesson continuously—especially because they had learned about recounts. During these meetings, the researcher expected to have the students interested in reading and learning English texts. They were also expected to comprehend the texts given easily with the help of comic strips.

1) First meeting

In the first meeting, the students were expected to be interested in reading and to get involved in the teaching-learning process. For the procedure, it was not really different with what the teacher usually did. The students were shown some pictures to guide them to the topic and the materials. Then, they were given a text and asked to answer the questions. However, they should list the words they did not know and found the meaning by their own. Besides that, the explanation of the materials was done by involving the students a lot because they had learned about it. After that, the

researcher implemented a comic strip in JCOT and ICOT. Through this stage, she introduced what comic strips were and how to read them.

2) Second meeting

The researcher still focused on using comic strips combined by the text provided. The procedure of teaching was not changed and it was almost the same. She just put more attention on varying the activities in order to make the students enjoy the lesson. Rather than questioning or showing pictures to them in BKOF, she tried to give some kinds of texts and asked the students to differentiate them. This was intended to recall what they had learnt before. Finding the generic structure and the linguistic features were also conducted, but they took the dominant role while the researcher just helped with some guidance questions. A comic strip with a different task was used in JCOT. In this meeting, the students were also asked to do individual task to check whether they were able to comprehend a text by their own or not.

b. Action and Observation

During these stages, the researcher was helped by a collaborator and the English teacher. The teacher personally could not help in observing the research because she had to teach class IX intensively before the national final examination. However, she asked the researcher to report what that happened during the teaching-learning process. She was always opened if the researcher found any problems and needed suggestions or the like. So, the collaborator took the role to observe and to fulfill the observation checklist. Her feedback was taken into consideration for what the researcher should do and fix in the next meeting.

As discussed before with the teacher and the collaborator, the researcher taught recount using comic strips for two meetings (for a cycle). To avoid the students to feel bored, she decided to use different topics for each meeting. The procedure of teaching reading was not different from what the teacher did. She just focused on varying texts, media, and activities. The descriptions of these stages can be seen below.

1) The first meeting

The first meeting was conducted on Monday, April 28th, 2014. The researcher entered the class and greeted the students. She asked how the students' condition was. After a small talk, she checked the attendance. In that day, all students attended the class. Then, the researcher took some pictures prepared before and showed them to the students. Those were the pictures about holiday. The students told their opinion about them. After that, she asked whether they knew what those pictures were about and they answered those were about holiday. She also asked what they usually did on the holiday. After that, it was explained that they would learn about recount texts.

R took some pictures prepared before. Then, R showed them to the class. "Okay, Class. I have some pictures here. Mm—Can you tell me what pictures they are?" The students answered variously. "Picnic, Miss!" "Liburan!" "The best picture is the one in Disneyland." "That is Miss Dita in Candi Prambanan, right?"

"Wow, various answers. But, most of you answered 'liburan'. Anybody knows what 'liburan' in English?" R asked. The students answered together, "Holiday!" Once again, R asked, "What did you do last holiday?" Some students said picnic, but some of them said 'at home—sleeping'.

"Okay, Class. Today, we're going to learn about recount texts. You have learned about that, right?" R asked. "In the first semester, Miss. But I forgot. It had been a long time," a female student said.

"That's why, we'll learn more about recount texts today. You had learned this before and discussed about holiday. But, today we're going to

read recount texts using comic strips,” R said.

(Appendix A/O/FN.06—p.108)

The researcher distributed the text entitled ‘My Holiday’ to the students and asked them to read it. They had to list the difficult words and to guess the meaning. If they found those difficult to guess, they could open the dictionary. After some minutes, the researcher and the students discussed some unfamiliar vocabulary. For some cases, she gave some clues to help them guess the words.

The next activity was answering the questions related to the text in which the students did it in pairs. The answers of those questions represented the generic structure content. Discussing the correct answers by involving the students ended this activity.

Some materials related to recount texts (the generic structure and the linguistic features) were given to the students. Then, the researcher explained all materials by giving some examples from the text before. In this activity, the students were involved too. They were asked to answer some questions related to the materials.

A set of comic strips was distributed accompanied by a worksheet. The researcher asked the students to pay attention to the comic strip. They should understand the plot of the story if they wanted to be able to do the task. Then, they began to do the worksheet. In this activity, they were expected to be able to order the jumbled sentences into a good story based on the comic strip given.

R distributed a set of comic strips accompanied by its worksheet. R asked the students to understand how the plot of the story was. R asked, “Have you looked at the comic strip? Do you understand the story?” They said yes.

R continued, “Now, look at the worksheet. There are twelve random sentences about the text. These sentences have not been in order. Do you know what you should do?” “Order them into a good story, Miss!” One of students in the back said. “That’s good. You have to put the sentences and make them into a good story based the comic strip. Write down the number on the table in the right, okay? Do it in pairs. Don’t forget to write your names and numbers there,” R added.

(Appendix A/O/FN.06—p.109)

The students did the task in pairs. The researcher walked around the class and guided them who needed a help. After some minutes, they were asked to exchange their work with their friends’. Then, the answer was discussed together. Some pairs were asked to tell their answers to the others.

After done with the activity, the researcher asked whether there were any questions. Because there was no question, the researcher summarized the lesson and ended the class.

2) The second meeting

The next meeting was on Tuesday, April 29th, 2014. The researcher greeted the students and asked about their condition. Just some students responded. The researcher repeated the greeting with the louder voice and all of them responded. Then, the attendance was checked. No one was absent.

The researcher asked whether the students remembered what they learned the day before. One of them answered that they learned about recount texts and expected comic strips would be used again.

The first activity in that day was differentiating some kinds of text types. The students were given four texts and they should determine which

one belonged to recount. They should also name the other texts. The intention of this activity was to recall their knowledge about the types of texts by paying attention to each characteristic.

After some minutes, the researcher asked a student to choose which one was the recount text. He could not answer it because he did not pay attention to the lesson. Then, the researcher asked the class and most of them chose text number 2 as the recount text. They were able to tell the reason why it was the one. When they were asked about the other texts, surprisingly, they were able to differentiate them well.

“In glance, read the text. And choose which one is the recount text. Try to guess the other texts too. I’ll give three minutes to read and to choose,” R said.

After some minutes, R asked a student in the back who had not paid attention to differentiate which one belonged to recount and what was the reason. But, the student could not answer it. R asked the same question to the class and most students answered that text number 2 was the one. When they were asked the reason, they said that the text talked about someone’s past experience.

Then, R asked about the other texts. “Okay, good. Text 2 is a recount text. What about text 1? What is it?” “Description, Miss! Because it describes camping.” “Well done, what about text number 3?” “Narrative! That is about the greedy lion.” “How about the last one?” “Mmm—Descriptive? Is that true? It talks about the scrapbook.” “Are you sure?” R said. No one responded. “That’s a procedure text. Maybe at glance, it seems defining scrapbook, but the next paragraph talks about how to make scrapbook. Have you learned about procedure texts?” The students tried to remember and nodded.

(Appendix A/O/FN.07—p.110-111)

The students were asked to label the generic structure of the recount text chosen before. One of the students answered and explained it to the others. With the researcher, the students discussed the text together. Sometimes, they were asked about the linguistic features of the text and they

could answer the questions well. To make sure that they had really understood, she asked some questions about the content of the text—especially the questions in which the answers referred to orientation, events, and re-orientation. Some students could answer them easily. For some of them who could not, the researcher guided them using some clues.

The next activity was intended to enrich the students' vocabulary. They have to find the meaning of some words. If they were not able to find them, the researcher helped by discussing them together. Through this activity, the students were also guided to pronounce those words correctly.

The comic strip was used in JCOT. The students had to complete a paragraph with some missing words on it. This story was based on a comic strip given. Within some minutes, they had finished the task. Then, together with the researcher, they discussed the answers. The description of this situation can be seen below.

<p>R gave the students a worksheet which consisted of a comic strip and a paragraph with some missing words in which the answers had been provided. R said, “For the next task, I want you to complete this paragraph by choosing the correct answers from the box. Pay attention to the comic strip. Find the correct answer after looking at the picture.” After knowing what they should do, the students did task 4 in pairs. During this activity, R walked around the class to help and to look at how the students did the task.</p>

<p>(Appendix A/O/FN.07—p.111-112)</p>
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To check the students' reading skills individually—especially their comprehension skill, the researcher distributed another worksheet consisting a text and some statements related to the text. The students should choose whether the statements were true or not. After that, their answers were submitted because the time was up.

c. Reflection

After implementing comic strips in teaching-learning process of reading in two meetings, the researcher evaluated what had happened during Cycle I. With the help of the collaborator, she tried to analyze the strengths and the weaknesses of the action. These would be taken into consideration to make better plans to be implemented in the next cycle. The discussion was based on the observation and the interviews conducted.

In Cycle I, comic strips were quite successful to make the students interested in reading. They were curious with the visualization of the text given. Moreover, they even expected another comic strip to be used. They also thought that comic strips were quite helpful for them in understanding the text content. These conclusions can be seen from the following interview extracts.

R : *Nah, kalau pas gunain comic strips tadi?* (What do you think of the use of comic strips?)

C : *Banyak yang tertarik. Mungkin karena bergambar kali ya. Tapi, tadi masih ada beberapa anak yang masih bingung baca comic strips. Alurnya maksudnya. (Most students are interested. Maybe because it has visualization. Yet, some of them are confused in reading the comic strip. I mean in understanding the plot.)*

R : *Iya, Nidh. Aku setuju. Ga semua anak bisa baca alur komik karena ga terbiasa. Mungkin besok aku akan lebih perhatiin lagi ke bagian itu.* (That's right, Nidh. I agree with that. Not all students can understand the plot of the comic because they are unfamiliar with that. Maybe I will pay more attention to that later.)

(Appendix B/DI.C/IT.04—p.122)

R : *Gimana tadi dengan comic stripsnya?* (What do you think of the comic strip used?)

S8 : *Bagus, Mbak. Tapi cuma satu, Mbak? (It's interesting. But, is it just one?)*

R : *Besok kan masih ada lagi.* (There will be another one.)

S9 : *Besok pake lagi?* (Tomorrow, will we use it again?)

- R : *Iya jelas. Enak pake comic strips? (Of course. Do you enjoy reading using comic strips?)*
- S8 : *Huum, Mbak. Kan jadi ada bayangan apa yang terjadi dengan adanya gambar. Kadang susah bayangin isi cerita gitu. Dengan gambar yang ada ceritanya jadi terbantu. Jadi ga cuma gambar satu doank, tapi kaya yang Mbak pake. (That is right. **I can imagine what happened through the comic strip. Sometimes, it is difficult to imagine the story. Using pictures to show the story is very helpful.** So, that's not only a single picture, but it is like you used.)*

(Appendix B/DLS/IT.05—p.122-123)

Most students were more active. They began to easily analyze the generic structures and the linguistic features of the text.

“Now, pay attention to text number 2. That’s a recount text. I want you to label the generic structure of the text. Try to determine which one is the orientation, events, or re-orientation. Can you?” The students said, “Yes, Miss!” But, just some of them did it. R repeated the instruction and this time, all of them responded.

After some minutes, R asked whether they had finished doing the task. R asked one of female students to show and to explain the generic structure of the text, including her reasons. The other students participated in this discussion. Then R asked about some linguistic features of the texts, for example asking for mentioning the example of noun phrases, past tenses, time connectives and the like from the text. The students answered the questions well.

(Appendix A/O/FN.07--111)

Although some improvements were found during this cycle, there were some problems arise in the teaching and learning process. The class management was one of the problems faced by the researcher. She could not manage the entire class. There were some students who did their own activity and made some noises. This problem can be seen from the following interview transcripts.

- R : *Tadi gimana, Nidh? (What about today, Nidh?)*
- C : *Udah lumayan kok. Cuma kamu perlu merhatiin yang murid cowok bagian belakang kiri. Mereka suka ngobrol sendiri kalau ga diperhatiin. (It is quite satisfying. **You just need to pay attention to the male students in the back, in the left line. They often talk by themselves if you did not pay attention to them.**)*

R : *Ada lagi yang perlu ditingkatkan?* (Is there anything else that should be improved?)

C : Kurasa kamu harus sering muter. Jangan di bagian depan terus atau cuma di bagian tengah. (I think you have to walk around the class. **Don't only stay in the front of or in the middle of the class.**)

(Appendix B/DI.C/IT.04—p.122)

R : *Dek, tadi gimana pelajarannya?* (What do you think about the lesson today?)

S8 : *Mudeng kok, Mbak. Dibahas satu per satu gitu. Ditanyain terus dikasih contoh. Jadi enak. Cuma tadi sempet ga konsen karena kadang yang belakang rame banget.* (I could understand because it had been explained one by one. It was satisfying. **But sometimes, I lost my concentration because the students in the back were so noisy.**)

(Appendix B/DI.S/IT.05--122)

Besides the class management, the researcher also encountered a problem related to the way the students found the meaning of difficult words. Some of them did not do it and just relied on the others who had the dictionary.

R : *Ada lagi?* (Is there anything else?)

C : *Sebagian sih sudah ngikutin dengan baik. Cuma tadi aku lihat tadi masih ada yang belum mau baca atau ngerjain. Jadi, mereka nunggu jawaban gitu. Mungkin besok kamu perlu memastikan mereka baca dan ngerjain. Atau coba aja kamu besok sering kasih pertanyaan ke mereka. Mau ga mau mereka kan pasti merhatiin. Sama tadi masalah kamus, kebanyakan ga bawa. Jadi, lebih gantungin ke temen yang bawa. Kurasa memang seharusnya kadang langsung dibahas bersama. Lebih efektif-efisien.* (Most student could follow the lesson well. **I just saw that some students did not read or do the tasks. They just waited for their friends' answer.** Maybe, you need to make sure that they read or do the tasks. Or try to ask them some questions. Wanting it or not, they have to focus. **And about the dictionary, most students did not bring it. So, they relied on the others who brought it.** Sometimes, I think the vocabulary should be discussed together. It is more effective-efficient.)

(Appendix B/DI.C/IT.04—p.122)

R : *Terus apa lagi, Nidh?* (And is there anything else, Nidh?)

C : *Masalah kamus. Mereka masih ngrusuhi temennya. Kalau ga megang kamus, ya mereka ga ngerjain. Paling pol nulis kerjaan temen yang udah*

selesai.(About dictionary. They still disturbed their friends. **If they did not have it, they would not do the task. They would just copy their friends' work who had finished.**)

(Appendix B/DI.C/IT.06—p.123)

The media and the tasks used also brought some problems. The simplicity of comic strips and the level of the text should be considered more. In addition, the numbers of tasks should be appropriate with the time. These conclusions were taken from the interviews.

R : *Ga ada lagi yang kurang, Nidh?* (Is there anything needed to improve, Nidh?)

C : *Tingkatkan aja yang sekarang sih. Tadi gambarnya lebih simpel ya?* (Just improve what you have done now. **Was the picture simpler?**)

R : *Iya, Nidh. Lebih simpel. Soalnya susah nyari comic stripsnya.* (That is right. **It was simpler.** It was quite difficult to find the comic strips.)

C : *O iya, kelupaan. Tadi, kayanya kebanyakan task, jadi agak terburu-buru. Untung yang terakhir tetep selesai.* (I forgot. **There were too many tasks,** so the students were in hurry. Fortunately, the tasks could be finished.)

R : *Aku juga ngrasa begitu. Makanya buat cycle kedua tasknya kubuat lebih sedikit tapi levelnya agak susah. Kasihan kalo kebanyakan. Takut mereka bosan juga.* (I also thought the same. For the second cycle, I may reduce the tasks, but the level will be more difficult. It is not good to have too many tasks. I am afraid the students will be bored.)

(Appendix B/DI.C/IT.06—p.123)

R : *Dek, Mbak mau nanya. Gimana tadi pelajarannya?* (I want to ask you. What do you think of the today's lesson?)

S1 : *Lumayan mudeng, Mbak. Teksnya juga mudah. Cuma tadi kok comic stripsnya simpel banget ya, Mbak?* (It was quite understandable. The text was easy to understand. But, **was the comic strip too simple?**)

R : *Iyakah? Tadi ga kesusahan?* (Really? Did you not find it difficult?)

S1 : *Ga sih. Cuma bingung vocabularynya aja. Terus tadi kebanyakan ngerjain, Mbak.* (Not really. I was just confused with the vocabulary. And **there were too many tasks to do.**)

R : *Iya, besok Mbak kurangi tasknya. Kalau buat comic stripsnya, di pertemuan selanjutnya, Mbak akan kasih yang lebih menarik dan banyak gambarnya. Sehingga lebih menarik.* (I will reduce the numbers of the

tasks for the next. For the comic strips, I will give you a comic strip which is more interesting and has many pictures. It will be more interesting.)

(Appendix B/DI.S/IT.07—p.123)

Based on the results presented above, the researcher considered that the use of comic strips in teaching and learning process of reading brought a positive result towards the students' motivation to read English texts. The guidance questions were also really helping to understand the content of the texts given. However, there were some new problems to be solved after the action. These problems were taken into consideration to prepare better plans to be applied in the Cycle II. The researcher and the collaborators agreed to conduct another cycle. Some aspects from Cycle I which had run well were improved, while the problems occurring had to be solved too in order to make the lesson went much better. The results of the action done in the first cycle can be presented as follows.

Table 6: The Summary of the Reflection in Cycle I

No.	Before the Implementation	After the Implementation	Suggestions for the Cycle II
1.	The students were not interested and passive in reading texts especially in English lesson.	a. Most students were interested in reading and joining the lesson. b. The students began to be more active. c. The students did some activities in pairs or groups.	a. The researcher should improve the ability to manage the class.
2.	The students tended to do the same activities in the teaching and learning process.	a. The comic strips were used to attract the students. b. The activities were varied. c. The texts were varied.	a. The texts should be more interesting. b. The simplicity and level of tasks and comic strips should be considered more.

			c. The number of tasks should be reduced—appropriate with the time.
3.	The students had difficulties in comprehending the text.	a. They could answer the questions better (including the generic structure and the linguistic features). b. They could understand the text well with the help of comic strips.	a. Guidance questions had to be reduced slowly to make the students active.
4.	The students found difficulties in finding the meaning of some difficult words.	a. Most students could guess the meaning by looking at the comic strips or getting clues from the researcher.	a. The students' habit of copying or waiting for the answers should be reduced. b. The researcher could give more clues to help the students—still got them involved in finding the meaning.

2. Report of Cycle II

a. Planning

Cycle I of this research had brought some positive results towards the teaching and learning process of reading. However, some problems also arose during the action in this cycle. The researcher and the collaborators agreed to conduct another cycle to solve those problems. The similar actions with some variations in activities and the higher complexity of comic strips were done

through two meetings as well. Some aspects taken from the previous cycle were considered to make better plans. The researcher presents the plans and the actions as follows.

1) First meeting

After implementing comic strips in the former cycle, the students seemed to anticipate the other ones. Thus, the researcher prepared a higher level comic strip with its activities. The teaching procedure had no difference to the last one applied, but the activities were varied. The type of texts taught was still recount with different topics for each meeting in which the texts used were longer than the previous one. The way the researcher guided the students to the topic was a little bit different. She asked them to tell their own experiences—in this meeting, their fun experiences.

2) Second meeting

Similar to the first meeting in Cycle II, the researcher did not really focus on changing the procedure of teaching. She asked the students to tell their experiences to lead to the topic, gave a model of texts, discussing the generic structure and the linguistic features and checking their comprehension related to the text given. However, they took more the active role in each activity. In this meeting, they had to face a higher level activity using a comic strip. At first, they should match the sentences with a set of comic strips which were cut down. After that, those matched pictures should be put in order to make a good story. Although this activity would be done in groups, the students needed to focus and to cooperate well. They also had to comprehend

the plot of the story well to be able to do this activity. The song was also taught to create more enjoyable atmosphere.

b. Action and Observation

1) The first meeting

The researcher conducted the first meeting on Monday, May 12th, 2014. The researcher entered the classroom and greeted the students. The class was too noisy and quite difficult to manage. Then, she decided to be quiet for a while to let the students prepare themselves. After some minutes, the students realized that they had to focus on the lesson. Once again, the researcher greeted, asked about their condition and checked the attendance. They responded it. One of the students was found to be absent.

To lead the students to the topic, the researcher offered them to tell their fun experiences. At first, no one said anything. But, one of the students told the class about his friends' fun experience.

"I've checked your last assignment and you've done a good job. But, I'll tell you later about the scores. Now, let me ask. Do you have fun experiences? Is there any of you who experienced something funny? Anybody?" R gave chances to the students to tell their fun experiences, but nobody did that. Then, one of the students told a story about his classmate. The students who knew the story added some details one by one and all students laughed.

(Appendix A/O/FN.08—p.112)

The students were given a text entitled 'Firecracker'. After they read it, they had to do task 2. With this task, they were expected to find the meaning of some words from the text. Some students could not find the meaning so the researcher helped them by giving some clues. After that, the answers were

discussed. The students were taught to differentiate some similar words based on the context.

Analyzing the generic structure and the linguistic features was the next activity to do. The students were quite active to answer the guidance questions given related to the text. Then, they did the comprehension questions which were discussed later together.

A text entitled 'Bee' was distributed to the students. They had to read it and wrote down the unfamiliar words found. Those would be discussed later, but the students were given chances to guess or to find the meaning using the dictionary.

Together with the students, the researcher read the text and made sure they could comprehend it well. After that, she gave them a set of comic strip related to the text. It consisted of some pictures which were put in jumble. Then in pairs, the students should put the pictures in order based on the text given.

"Now, it's time for the comic strip. I have a set of comic strips. This comic strip is the visualization of the text I gave to you. You have to order them based on the text you read. So, how do you do this task?" R asked. "Do we write down the number in order, Miss?" "That's right. Exactly. Write down the number for each picture. Based on the text, okay?" R added.

The students did the task in pairs. R walked around the class to offer some help. Some students showed that they did not find any difficulties, but some of them were a little bit confused in determining the order of the pictures based on the text. R gave some indirect clues to help them.

(Appendix A/O/FN.08—p.114)

Because the time was almost up, the students were asked to submit their works. After that, the researcher asked whether they found any

difficulties that day. Some of them said that the text used were longer and a little bit difficult. The class was ended by greeting the students.

2) The second meeting

The next meeting was conducted on the next day. It was on Tuesday, April 13th, 2014. As usual, the researcher greeted and checked their attendances. The student absent before still could not join the class.

The researcher started the lesson by telling the students about her embarrassing experiences. This was done to lead them to the topic taught that day. When they were offered to tell their own, no one did it because they seemed to be shy telling about that.

A short text about embarrassing experiences was distributed and used in MOT stage. This text was quite easy to comprehend. The students did not really find the difficulties when they were asked about the content—including about the generic structures and the linguistic features.

To prevent the students' boredom, the researcher taught a song entitled 'This Old Man'. She wrote the lyric on the whiteboard and sang the song slowly first. She asked them to join her in singing. After they were able to follow, she sang the song faster and they enjoyed singing together.

"This is our last meeting before I give you a test. Last week, you asked me to teach a song. But, because I do not really know any hit songs, I will teach you an easy song. The song is This Old Man. Have you heard about this song? Or can you sing it?" No one had done that.

R wrote the song lyric on the whiteboard. After that, R sang it slowly. R guided the students to repeat after her to sing the song. At first it was just sung slowly, but then the speed was increased. R began to change the lyric based on the rhyme. The students were enthusiastic to sing. It was difficult at first, but they were able to sing it faster.

(Appendix A/O/FN.09—p.115)

The students were divided into groups of four. The researcher distributed a set of comic strips to the groups. The comic strip panels had been cut. Those were accompanied by some panel cuts containing some sentences. These sentences were the description of each picture panels. After that, the students were asked to match the pictures with the sentences in which they were translated first. In this activity, the researcher helped to give some guidance to them who were confused.

A big paper was given to the students. They had to put the pictures which had been matched into order on that paper. They worked really hard to do it. Some of them were confused to put the comic strip in order, because some pictures were quite similar. The researcher kept walking around the class to help.

The time was almost up so the students needed to submit the work. The researcher told them that they would have a test next week. The class ended.

c. Reflection

At the end of Cycle II, the researcher evaluated how the plans implemented into the actions during two meetings. This was discussed based on the data obtained from the observations and the interviews. The collaborator and the English teacher were involved here to fulfill dialogic and democratic validity. Through this action, they found that most problems arose during the first cycle had been solved in this cycle. The results of this cycle are presented as follows.

The students' involvement during the second cycle improved a lot. In this case, the use of comic strips and the researcher's guidance helped the students enjoy the lesson. They were motivated to read the texts and to do the activities. These can be seen from the extracts of the interview transcripts.

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- R : *Lainnya, Nidh?* (Anything else, Nidh?)
- C : *Mereka mulai aktif ikut serta. Apalagi ketika tadi teks yang agak panjang diterjemahkan barengan. Beberapa dari mereka malah sangat aktif. Jadi, mereka dah ngerti artinya duluan, tanpa kamu bantu. (They began to participate actively. Especially when the longer text was translated. Most of them were too active. So, they had known the meaning first, even without your help.)*
- R : *Comic stripsnya sendiri gimana, Nidh?* (What about the comic strip, Nidh?)
- C : *Menurutku bagus. Lebih kompleks dari yang kemarin. Teksnya juga lebih panjang. Mungkin besok, levelnya bisa dinaikin lagi. Aktivitasnya dengan gambar lebih ke ordering, ya? (I think that was good. It was more complex than before. The text was longer. Maybe, you can improve the level. It seemed the activity with pictures related to ordering, right?)*
- R : *Iya, Nidh. Aku lebih ke ordering. Kurasa mereka bisa dituntun mampu memahami alur cerita, baik berdasar gambar maupun teks yang mereka baca. Gambar kan biar lebih mudah memahami aja dan biar menarik. Supaya mereka lebih mau baca aja. (That's right, Nidh. I preferred ordering. I just think they could be guided to comprehend the plot, based on the pictures or the text they read. The visualization was used to make it easier to understand and to be interesting. I just hope they want to try reading more.)*

 (Appendix B/DI.C/IT.08—p.124)

- P : *Tadi comic stripsnya gimana?* (What do you think of the comic strips we used?)
- S4 : *Karena dibahas barengan tadi, jadi gampang, Mbak. Kalau mungkin suruh baca sendiri dulu, agak males bacanya soalnya teksnya agak panjang. Untung tadi dibaca bareng-bareng. Diartiin gitu. Gambarnya juga gampang dipahami. Jadi ngurutin berdasar teksnya ga terlalu bermasalah. (Because it was discussed together, it was easy. If I had to read it by myself, I would feel bored because the text was longer. Fortunately, it was read together. I mean being translated. The*

pictures were easy to be understood. So, I did not have any difficulties in putting them in order based on the text.)

- P : *Tapi suatu saat kalian kan juga bakal baca teks yang panjang sendiri, apalagi pas ulangan atau ujian.* (But you will read long texts someday, especially when you did the test or exam.)
- S10 : *Sik penting iki mau diwaca bareng-bareng, Mbak. Le nggarap ya berpasangan, jadi luwih penak. Suk nggo gambar maneh, Mbak?* (The most important thing was that we read it together today. We did the task in pairs, so it was more comfortable. Will we use the pictures again?)
- P : *Comic strips? Iya, besok pake lagi. Tapi, besok lebih kompleks. Tapi, Mbak yakin kalian bisa ngerjain kok. Ya sudahlah, makasih ya udah mau Mbak tanya-tanya.* (Comic strips? Yes, I think so. But, it will be more complex. But, I'm sure you can do the tasks. I think that is enough, thank you for answering my questions.)

(Appendix B/DI.S/IT.09—p.124-125)

Songs were quite good to prevent the students' boredom. Sometimes, the students were under-pressured because they keep reading and doing the tasks continuously. Singing a simple song was quite effective to make more comfortable and enjoyable atmosphere in the classroom.

- R : *Pertemuan terakhir tadi gimana menurut kamu, Nidhi?* (What do you think of the last meeting, Nidhi?)
- C : *Secara umum sudah baik. Apalagi, kamu ngajak mereka nyanyi. Mereka cukup antusias meskipun lagunya sebenarnya mudah. Lagu memang cocok buat selingan.* (Generally, it was better. **Moreover, you asked them to sing. They were quite enthusiastic although the song was actually simple. Songs are really appropriate for ice-breaking).**

(Appendix B/DI.C/IT.10—p.125)

- R : *Oh ya, tadi gimana pelajarannya?* (What about today's lesson?)
- S13 : *Enak, Mbak. Pake nyanyi. Lucu lagunya. Apalagi pas tadi with a knick knack paddy whack, pokoknya yang cepet tadi lho, Mbak. Asik. (It was good. We sang. The song was fun. Especially when we sang the part with a knick knack paddy whack, the part which was fast. It was fun.)*
- R : *Ga pernah diajak nyanyi po?* (Have you not asked to sing together?)
- S13 : *Jarang, Mbak. Kan nyanyi bisa bikin suasana lebih santai, Mbak.* (We seldom did that. If we sang, we could feel more relax.)

(Appendix B/DI.S/IT.11—p.126)

One of the problems found in the former cycle was about the class management. The researcher tried to solve this matter in this cycle and it brought positive result.

R and C entered class 8D at 09.15. R greeted the students, asked their condition and checked the attendance. The class was so noisy—out of control because the students had just ended their holidays and the Monday ceremony. **R kept silent for a while, but because it was more out of control, R admonished them.** After that, the class condition was under control.

R guided the students to read and comprehend the text together. Most students actively participate in translating it, while some of them were noisy. **Sometimes, R stopped the teaching and learning process and asked the students who did not pay attention to translate the text.** By doing this, most students actively participated in comprehending it.

(Appendix A/O/FN.08—p.112-113)

P : *Hari ini agak susah ya, Nidh. Siswanya susah dikontrol sejak awal.* (It was rather hard today, Nidh. Even in the beginning of class, the students were not easy to handle.)

K : *Iya, kita baru datang aja, mereka ramai banget. Kamu butuh waktu buat nenangin mereka. Apalagi siswa yang cowok yang belakang tadi.* (That was right. When we entered, they were too noisy. You needed time to manage them. Especially the male students at the back row.)

P : *Jadi, gimana hari ini, Nidh?* (So, what about today, Nidh?)

K : *Selain di awal masuk tadi, ga da masalah. Jika mereka mulai rame, cara kamu tadi yang sempat diam, cukup direspon baik. Mereka ngerti harus lebih tenang kalau mau dilanjut.* (Beside what happened in the beginning of the class, it was okay. **So when they begin to make some noises, the way you keep silent was responded quite well.** They knew that they should be calmer if they want to continue the lesson.)

(Appendix B/DI.C/TT.08—p.124)

The students' habit to rely on the dictionary or their friends' answers could not be solved well. Most of them still depended a lot on the dictionary. But, the researcher tried a technique in which she guided and gave some clues what might be the meaning of a certain word. Discussing and reading the text together were also helpful.

The length and the level of texts and comic strips became one of the problems arose in the previous cycle. The researcher tried to solve this during the implementation of Cycle II. At first, the higher level and longer comic strip and text were not problematic for the students. They did not really find the difficulty in facing the texts and the comic strips given. However, in the second meeting, the activities seemed to be more complex. The students needed to do some steps in order to finish the task. Even it was done in groups; they thought that the task was quite difficult. They had to match some panel cuts of comic strips with the sentences described them. After that, they needed to put them in order. This was seen as a complex task. Fortunately, the researcher's decision to help the students by giving the guidance and to ask them working in group saved the day.

R : *Kalau masalah comic stripsnya sendiri?* (What do you think of the comic strip itself?)

C : *Menurutku, tingkat task yang terakhir tadi benar-bener kompleks. Dan menurutku satu pelajaran tadi buat ngerjain task itu aja kurang. (I think, the last task was really complex. And one teaching session was not enough to do the task.)*

R : *Iya bener. Aku juga ngrasa kurang. Tapi, apa terlalu susah?* (I agree with you. I also think that the time was not enough. But, was it too difficult?)

C : *Mungkin perintahnya yang kurang sedikit jelas. Jadi mereka sempat bingung. Mungkin harusnya kalimatnya diterjemahinnya jangan terlalu cepat. Dan tadi gambarnya ada yang mirip. Jadi mereka mungkin bingung urutannya.* (Maybe the instruction was not clear enough. So the students were confused. Maybe the sentences should be translated slower. And **some pictures were about similar**. So they found it confusing to put them in order.)

R : *Kurasa memang terlalu kompleks. Aku tadinya pengen mereka bisa nentuin sendiri cerita beserta alur gambarnya. Tapi, mungkin karena kemampuan mereka masih kurang, jadi sulit.* (I do think that it may be too complex. I just wanted them to determine the story and the plot. But, maybe because their ability was still low, it was still difficult.)

C : *Tapi, tadi kulihat beberapa kelompok bisa mahamin cerita dan masangin dengan bener, kok. Cuma ada kelompok yang bener-bener bingung. Untung kamu tadi muter bantuin. Tapi, sedikit kelabakan, ya?* (But, I saw that some groups could comprehend the story and matched them correctly. There were just some groups which were really confused. Fortunately, **you walked around helping them.** But, you had floundered about, right?)

R : *Iya, memang kelabakan. Tapi, ya sudahlah. Buat pembelajaran di lain hari.* (That was true. But, just let it go. Take it as a lesson for the future.)

C : *Iya. Bener, buat pengalaman.* (Yes. Take it as an experience.)

(Appendix B/DI.C/IT.10—p.125)

R : *O ya, tadi gimana comic stripsnya.* (What do you think of the comic strip today?)

S12 : *Ya ampun, Mbak. Susah. Waktunya kurang. Harus matching, terus ngurutin. Gambarnya ada yang sama. Jadi agak bingung masanginnya. Apalagi ngurutinnya. Kalau tadi ga dibantu atau dikerjain satu kelompok, ga yakin bisa selesai.* (Oh my. **It was difficult. The time was not enough. We had to do matching, then ordering. Some pictures were quite similar. So, we were little bit confused to match them, especially to put them in order. If we had not been helped or done in groups, we would not be sure we could finish that.**)

R : *Susah, ya?* (Was it difficult?)

S13 : *Iya, Mbak. Tapi ceritanya aku lumayan mudeng sih, Mbak.* (Yes. But I quite understood the story.)

(Appendix B/DI.S/IT.11—p.126)

From the discussion above, it can be concluded that Cycle II was considered successful in making the students interested in reading—even in learning English. Their reading skills were also improved. Although there were some problems that could not overcome fully, the implementation of comic strips brought the positive results in the teaching and learning process of reading. The researcher presents the summary of the second cycle into Table 7.

Table 7: **The Summary of the Reflection in Cycle II**

No.	Components	Cycle II
1.	The students' participation	a. The students actively participated in the lesson because they enjoyed the class and

		<p>had been guided each time they found some difficulties.</p> <p>b. The tasks were usually in pairs or groups.</p> <p>c. Singing a song was quite effective to change the classroom atmosphere—the students actively sang the song.</p>
2.	The students' reading skills	<p>a. The students comprehended the texts better with the help of comic strips because they could imagine what happened in the text.</p> <p>b. The students were able to analyze the generic structure and the linguistic features of the text better than before with the drilling guidance.</p>
3.	The students' vocabulary mastery	<p>a. The students were given guidance and clues to guess the meaning of unfamiliar words.</p> <p>b. The students enriched their vocabulary.</p>
4.	The activities	<p>a. The variations of activities were interesting for the students.</p> <p>b. The media—in this case, comic strips—really made the students enjoy the lesson.</p>

Taking the results from the discussions and the data obtained, it can be seen that the use of comic strips in teaching reading in this cycle brought much better effect. The reading skills and the students' motivation to read improved a lot—although the procedure of the teaching process was the same. However, bringing variations in media and activities brought better outcomes. Due to these sufficient results, the research members decided to end the cycle.

E. General Findings

Through the actions implemented in Cycle I and II, the use of comic strips was proved to bring positive results towards the students' reading skills, including their motivation to read. The results could be seen from the changes during the implementation. Those changes will be presented in Table 8 as follows.

Table 8: **The Changes after the Implementation**

No.	Before the implementation of actions	Cycle I	Cycle II
1.	The students had difficulties in reading and comprehending the texts.	a. They could answer the questions better (including the generic structure and the linguistic features).	a. The students could comprehend better with comic strips because they could imagine what happened in the text. b. The students were able to analyze the generic structure and the linguistic features of the text better than before with the drilling guidance.
2.	The classroom interaction was low.	a. Most students were interested in reading and joining the lesson. b. They were more active. c. They did some activities in pairs or groups.	a. The students actively participated in the lesson because they enjoyed the class and had been guided each time they found some difficulties. b. The tasks were usually in pairs or groups. c. Singing a song was quite effective to change the classroom atmosphere.
3.	The activities were monotonous and not interesting.	a. The comic strips were used to attract the students. b. The activities were varied. c. The texts were varied and taken from various coursebooks and internet combined with comic	a. The variations of activities were interesting for the students. b. The media in this case comic strips were really made the students enjoy the lesson.

		strips.	
4.	The students had low vocabulary mastery.	a. Some students could guess the word meanings by looking at the comic strips or getting clues from the researcher.	a. The students were given guidance and clues to guess the meaning of unfamiliar words. b. The students enriched their vocabulary.

The results of the implementation not only could be seen from the changes behavior presented in Table 8 but also from the comparison between pre-test and post-test conducted. Table 9 shows the results.

Table 9: **The Mean, Minimum, Maximum, and Standard Deviation**
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	32	26.0	89.0	61.4	14.1
Post-Test	32	40.0	94.0	75.7	10.6
Valid N (listwise)	32				

From Table 9, it can be seen that there is a significant improvement in the students' reading skills (in this case the reading comprehension ability). The mean score of post-test is higher than the one in the pre-test. The score 61.4 in pre-test improves to 75.7 in the post-test. There is 14.3 points difference between the tests. Moreover, the standard deviation of pre-test differs from the post-test, from 14.1 becomes 10.6. It means that the students' reading skills, especially in comprehending the texts, is more homogenous.

Besides finding the mean and the standard deviation of each test, the researcher conducted a t-test. The purpose of this test was to compare the results of both tests to know whether there was significant improvement or not before

and after the implementation. The t-test analysis was done using SPSS ver. 20.

The result of t-test is presented as follows.

Table 10: **The Result of the T-test Analysis**

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Pre-Test	61.4	32	14.1	2.5				
	Post-Test	75.7	32	10.6	1.9				
Paired Samples Correlations									
		N	Correlation		Sig.				
Pair 1	Pre-Test & Post-Test	32	.530		.002				
Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test - Post-Test	-14.2	12.4	2.2	-18.7	-9.8	-6.5	31	.000

From the table above, the t-test value shows -6.5 ($p < 0.05$) with the negative result for paired-test. It means that the mean score of the pre-test has lower score than the post-test'. These results can be concluded that there is a significant improvement in the students' reading skills, especially in their reading comprehension before and after the implementation.

F. Discussions

The discussion of this research focused on the implementation of comic strips in teaching and learning process or reading. The results of the observation, the interviews and the tests showed that the use of comic strips were effective in improving the students' reading skills. This improvement was also followed by higher motivation to participate more in the teaching and learning process.

From the findings, it was shown that comics strips implemented in reading lesson had improved the students' reading skills. The mean of the post-test was better than the mean of the pre-test in which it improved from 61.4 to 75.7. This improvement proved that comic strips were quite effective to be implemented in the reading lesson. A study conducted by Liu (2004) found that lower-level students' reading comprehension increased when they were faced with texts accompanied by comic strips. While for the high-level students, there was not found any significant improvement. Another study supporting this result is from Hudson (1982) in Liu (2004) which can be seen below.

...visual imagery via picture cues can overcome deficits of lower proficiency readers and that more advanced readers bring more nonvisual information to the reading comprehension process (p. 229).

Meanwhile, Merc (2013) did a similar study which actually had similar effects like the other studies, although high-level students seemed to have the same result when they were faced with texts accompanied by comic strips. Through three studies presented, it was proven that lower-level students tended to comprehend texts easier with the help of visual imagery, in this case those were comic strips. Reading texts without visuals on them would be more comfortable if

the high-level students did that. That is the reason why most students in grade VIII D which were dominated by lower-level students found difficulties in comprehending texts they read.

Students would be easier in comprehending texts accompanied with visualization because they could associate words, expressions, or concepts with the contexts and the visual imagery they faced (Csabay: 2006). She also points out that comic strips “can be used to facilitate vocabulary teaching” (p. 26). Through the interviews and the observation, the students of grade VIID were able to understand the content of the text given better because they could imagine what really happened in the text—how the story was going. They were also able to guess and to know the meanings of some difficult words by looking at the comic strips given. It means that comic strips could enhance their vocabulary mastery. They seemed to have no difficulty in completing the activities, except for some activities which needed a little bit of the researcher’s guidance.

Besides improving the students’ reading skills, the use of comic strips was proved to be effective in increasing the students’ interest and motivation in teaching and learning process of reading. Motivation is really important in the teaching and learning process. This statement is supported by Csabay (2006) who points out that making the students interested in learning is vital. Her statements related to this matter are presented as follows.

Motivation is crucial in language teaching. One well-known way to arouse students’ interest can be achieved by bringing something extraordinary and new into the language class (p. 24).

In order to make the students interested in learning, the researcher implemented comic strips in the lesson. After the implementation, it was proven that comic strips brought a positive result. Hsieh (2010) in Myartawan and Parianingsih (2010: 7) also says that “the visual element of the comics can increase the students’ interest in learning”. The results of the interviews indicated that the students liked texts with pictures on them. The pictures making what they read were more interesting and not monotonous. Besides the interviews, the observation also showed the similar result. The students participated actively during the lesson. They enjoyed reading texts with comic strips.

Based on the results of the research, it was proven that comic strips were effective to be implemented in the teaching and learning process of reading in order to improve the students’ reading skills, especially their comprehension skills and vocabulary mastery. Besides, their motivation to join and participate actively during the reading lesson also increased.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The conclusions of this action research were drawn based on the formulation of the problem and the objective of the study. This research had investigated how the use of comic strips improves the reading skills. From Chapter IV, it can be seen that there was improvement in students' reading skills after the implementation. The comparison between the mean scores of the pre-test and the post-test showed a quite significant result. The conclusions of the research can be presented as follows.

1. Comic strips could attract the students to enjoy the reading lesson. In their young age, the students tended to easily get bored with something done continuously. The texts used in the teaching and learning process seemed to be monotonous and sometimes it was hard to comprehend the contents. Visualization that tells the story could attract the students to actively participate in the class. They would anticipate each lesson because they wanted to know and read the comic strips given. It means their motivation in reading—even in learning English—improved.
2. The students had better reading skills after reading the texts with comic strips. Through this way, they could imagine and comprehend what really happened in the texts. In addition, their vocabulary mastery also improved. When they encountered some unfamiliar words, they might be able to guess the meaning

by looking at the pictures. The dependence of dictionary could also be reduced.

3. Various activities could be implemented in the teaching and learning process. Answering the short-answer questions was not the only activity to comprehend the texts. Ordering and matching comic strips combined with the texts could be effective as the reading activities.
4. The topic, the level, the length of the materials used (the texts and the comic strips) should be given more focus. It was quite hard to determine whether the materials were appropriate or not for the students.

B. Implications

From the results of the research, some implications could be drawn as follows.

1. The use of comic strips can improve the students' reading skills. In this case, visualization can help the students to imagine what really happen in the texts. The pictures in comic strips can also help the students developing the vocabulary mastery without depending too much on the dictionary. It implies that the visualization will be really helpful for students in comprehending the texts. The teachers should realize that there are many students who cannot grasp or understand what the story tries to tell by only reading texts given.
2. The students tend to want something different with what they usually face. They are easily to get bored. Comic strips can attract and motivate them to participate actively in the lesson. The teachers can use this kind of media to implement not only in reading, but also in other skills in order to motivate the

students in learning English. It means that the teachers should be more creative in finding the way to keep the students enjoying the lesson without feeling bored. In addition, the variations of the activities should be considered too.

C. Suggestions

Based on the findings, conclusions and implications of the implementation of comic strips to improve the students' reading skills, the researcher wants to suggest some points to some parties. The suggestions are intended to enhance and find the effective way in teaching reading for junior high school students. The recommendations are presented as follows.

1. To the English teachers

Implementing comic strips in the classroom can attract and motivate students to participate more in the teaching and learning process. It is better if the English teachers can use comic strips as an alternative of media in their teaching, not only in reading. Visualization will really help them to present and explain the materials or the texts.

2. To the students

It is suggested to the students to be not afraid of English. English is not really difficult if they have a will to learn it. Reading is not boring too when they want to try doing it. However, the students who do not like reading can try this strategy. By doing this, they can motivate themselves to read something which have pictures on it first, especially a set of pictures with a certain plot, before they face more complex texts. Interested in reading is the important thing before someone

can be a good reader. It is also recommended because the students can imagine what actually happened in the texts easily.

3. To the other researchers

It is recommended that the other researchers conduct research studies related to the implementation of comic strips in improving students' reading skills.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTE

No : FN.01
 Hari, tanggal : Jum'at, 11 April 2014
 Jam : 10.10 – 10.35 WIB
 Tempat : Ruang Kepala Sekolah
 Kegiatan : Meminta Ijin Penelitian
 Responden : P (Peneliti)
 GBI (Guru Bahasa Inggris)
 KS (Kepala Sekolah)

No	Deskripsi Kegiatan
1	P sampai ke sekolah pukul 09.20 WIB, menyatakan ingin bertemu KS pada guru piket, menulis ijin keperluan, dan menunggu karena KS sedang ada kesibukan.
2	Pukul 10.10 WIB, KS kembali ke ruangan, mempersilakan P masuk.
3	P memperkenalkan diri pada KS.
4	KS menanyakan maksud kedatangan P.
5	P menyatakan keinginan untuk melakukan penelitian di SMP N 2 Kalasan.
6	P menyerahkan surat ijin penelitian pada KS.
7	KS menerima surat ijin penelitian dan membacanya.
8	KS menanyakan apakah sebelumnya P sudah pernah berkomunikasi dengan GBI.
9	P menjawab minggu sebelumnya sudah melakukan perbincangan sedikit dengan GBI.
10	KS mengajukan sedikit permintaan pada P untuk membuat <i>banner</i> sebagai tanda kenang-kenangan kelak.
11	P menyetujui permintaan tersebut.
12	KS mengizinkan penelitian P dan meminta seorang guru untuk memanggil GBI ke ruang KS.
13	KS meninggalkan ruangan.
14	GBI memasuki ruang KS dan bersalaman dengan P.
15	P menjelaskan lagi pada GBI tentang penelitian yang telah dibicarakan sebelumnya, termasuk rencana yang akan dilakukan P, kelas yang akan digunakan, dan sejenisnya.
16	GBI menyetujuinya tapi berkata mungkin tidak bisa banyak membantu karena sekarang GBI sibuk membantu pelatihan ujian untuk kelas IX.
17	GBI memberikan jadwal kelas target penelitian dan kelas ujicoba tes.
18	GBI mengatakan ujicoba tes bisa dilakukan mulai minggu depan.
19	P menanyakan kapan bisa melakukan observasi kelas.
20	GBI mengatakan itu sangat sulit dan hampir tidak mungkin karena fokus GBI tidak

	bisa ke kelas VIII untuk sebulan lebih itu. Tapi, GBI akan mengusahakannya dan menginformasikannya lagi ke P.
21	P menyetujuinya.
22	GBI pamit untuk kembali mengajar.
23	KS kembali masuk ke ruangan.
24	KS memberi wejangan sedikit tentang penelitian.
25	P berpamitan dan berterima kasih pada KS.
26	Pukul 10.35 WIB, P meninggalkan SMP N 2 Kalasan.

No : FN.02
 Hari, tanggal : Senin, 14 April 2014
 Jam : 10.30 - 11.40 WIB
 Tempat : Ruang kelas 8D
 Kegiatan : Observasi kelas
 Responden : P (Peneliti)
 GBI (Guru Bahasa Inggris)
 K (Kolaborator)
 S (Siswa-siswa)

Pada pukul 10.30, guru beserta peneliti memasuki ruang kelas 8D. Guru segera duduk di kursi guru sambil mempersiapkan bahan pelajaran, sementara peneliti langsung menempatkan diri dan duduk di belakang kelas.

Siswa-siswa awalnya masih gaduh setelah pergantian jam. Tapi, begitu guru duduk di kursi, siswa mulai tenang. Sesekali ada yang berbisik-bisik.

Setelah kegaduhan berkurang dan guru siap mengajar, guru menyapa para siswa, “*Good morning. How are you today?*” Sebagian besar siswa menjawab sapaan guru dan beberapa siswa masih tak menjawab. Guru mengulangi sapaannya lagi dan semua siswa menjawab bersamaan, “*Good morning, Ma’am. I’m fine. And you?*” Guru pun menjawab, “*I’m fine too. Thank you.*”

Guru kemudian mengecek daftar hadir siswa. Ia memanggil siswa satu per satu dan siswa diwajibkan menunjukkan kehadirannya dengan menjawab ‘*I’m here*’ ketika nama mereka diserukan.

Setelah selesai, guru kemudian memperkenalkan peneliti secara singkat. “Nah, sebelum memulai pelajaran, di belakang ada *Miss Dita*. Besok *Miss Dita* akan melakukan penelitian di kelas kalian untuk menyelesaikan skripsinya. Okay, now let’s start our lesson today.”

Guru pun memulai pelajaran. Guru mengawalinya dengan bertanya, “*Well, have you gone to Parangtritis Beach?*” Para siswa menjawab dengan suara keras, “*Yes, Ma’am!*”

“*Okay. Then what do you see there?* Apa yang kalian lihat di pantai?” Siswa menyebutkan jawaban bervariasi mulai dari batu, pasir, ikan, air, dan sebagainya. Untuk setiap jawaban itu, guru berusaha mengulangi jawaban para siswa dan mengatakannya dalam bahasa Inggris.

Karena beberapa siswa masih saja sibuk sendiri dan tidak memperhatikan, guru pun mengalihkan fokusnya pada siswa-siswa itu. Guru melemparkan pertanyaan serupa seperti sebelumnya pada mereka dan mereka pun menjawabnya. Setelah diberi pertanyaan, para siswa mulai fokus pada pelajaran.

Setelah dirasa cukup, guru pun melemparkan pertanyaan lain. “*You’ve mentioned many things that you can see in the beach. Sekarang, saya mau bertanya. Legenda apa saja yang ada di Pantai Parangtritis yang kalian ketahui? What are the legends you know? Ada yang tahu?*” Para siswa pun terdiam sejenak lalu berbisik-bisik dengan teman sebangkunya, membahas legenda apa saja yang ada di Pantai Parangtritis. Mereka menyebutkan Nyi Roro Kidul dan guru menganggukkan kepalanya.

Guru berkata, “*Today, we will read a legend of Nyi Roro Kidul. Lebih tepatnya Legend of South Sea. Legenda Laut Selatan. Nah, ada yang tahu legenda itu termasuk teks apa?*” Siswa berpikir sejenak lalu menyebutkan legenda termasuk dalam jenis teks naratif.

Guru kembali bertanya, “*Good. Legends belong to narrative texts. Selain legenda, apa lagi yang termasuk dalam jenis narrative texts?*” Siswa mulai sibuk berbicara sendiri. Hanya sebagian yang berdiskusi tentang apa yang ditanyakan.

Guru lalu menuliskan beberapa contoh, termasuk yang disebutkan siswa. Ada mitos, fabel dan sebagainya. Guru bertanya apa perbedaan masing-masing contoh itu.

Semisal fabel itu apa, mitos itu apa. Dan siswa sedikit demi sedikit, dibantu dengan pengarahan guru, bisa membedakannya.

“Nah, sekarang sudah tahu contoh-contoh yang termasuk dalam *narrative texts*. Now, what’s the purpose of the text?”

Ada seorang siswi yang menjawab, “Menceritakan kisah-kisah, Ma’am.” Ada juga yang menjawab, “Menghibur, Ma’am!” Guru pun menganggukkan kepalanya lalu berkata, “*Narrative texts* itu tujuannya menghibur kita. *To entertain*.”

Setelah menganggap para siswa benar-benar siap, guru pun kembali berkata, “*Today, we’ll learn about narrative texts*. Kalian dulu pastinya sudah pernah tahu sedikit tentang teks ini. Now, I will give you a text.” Guru kemudian kembali ke mejanya dan mengambil beberapa teks yang langsung dibagikan pada para siswa.

“Satu meja satu, ya?” katanya sambil mengedarkan teks. Ia memberikan teks pada meja terdepan dan meminta siswa mendistribusikannya ke meja belakangnya. Siswa lalu mulai melihat satu lembar teks yang diberikan dengan judul ‘*Legend of South Sea*’. Mereka mulai mencermati teks yang cukup panjang dengan gambar *Nyi Roro Kidul* itu.

“*Okay, let’s focus on the text*,” ajak guru. Beberapa siswa membuat keributan sendiri dan tidak memperhatikan. Hanya sebagian siswa yang mau fokus pada teks, terutama bagian depan dan dua deretan siswa paling kanan.

“Kalian bisa lihat di sebelah kanan teks ada yang namanya *generic structure*. Kalian masih ingat, kan dengan apa yang dinamakan *generic structure*?” Siswa pun mengiyakan.

Guru lalu menuliskan bagian-bagian dari teks di *whiteboard* mulai dari *orientation*, *complication(s)* dan *resolution*. Untuk membuat para siswa mengerti, guru menanyakan pada siswa apa isi masing-masing *generic structure* itu.

“*Orientation* itu isinya adalah *setting*. Menjelaskan siapa, apa, di mana, kapan, dan sebagainya secara singkat. *Let’s look at the text. What about the setting*?” Siswa pun mencermati teks paragraf pertama dan menjawabnya.

Setelah siswa dirasa sudah bisa memahami *setting* dari teks, guru pun lalu menuliskan beberapa *vocabulary* yang dirasa asing dan sulit bagi para siswa beserta terjemahannya dalam bahasa Indonesia. Beberapa siswa fokus pada tulisan di *whiteboard*, sebagian mencermati teks, dan sebagian lagi sibuk sendiri.

“*Okay, let’s read the text together*.” Guru mengajak siswa untuk membaca dan menerjemahkan teks secara bersama-sama, supaya mereka bisa paham isinya. Guru mulai membaca setiap kalimat dengan keras lalu bersama dengan siswa menerjemahkannya dalam bahasa Indonesia. Guru lalu menanyakan beberapa pertanyaan terkait dengan *setting* dan para siswa menjawabnya.

Setelah selesai dengan paragraf pertama, guru bersama siswa melanjutkan membaca paragraf selanjutnya. Beberapa siswa sempat terhenti menerjemahkan karena kesulitan dengan *vocabulary*, tapi kemudian mereka melihat *whiteboard* dan kembali melanjutkan.

“*The next paragraphs are called complications*. Siapa yang tahu mengapa paragraf ini disebut *complication*?” tanya guru. Seorang siswi menjawab, “Soalnya mulai ada masalah di ceritanya, Ma’am.” Guru mengangguk mengiyakan lalu kembali menjelaskan. Guru menanyakan beberapa pertanyaan yang memandu siswa untuk mengerti isi *complication* dan siswa memberikan jawaban yang cukup bervariasi. Di sela-sela aktivitas ini, guru sesekali bercanda supaya siswa tidak bosan atau mengantuk.

Setelah selesai dengan bagian *complication*, guru melanjutkan *generic structure* selanjutnya. Guru menjelaskan dengan cara yang sama: membaca dan menerjemahkan terlebih dahulu lalu melontarkan pertanyaan untuk memandu siswa memahaminya.

“*Okay, before we continue our activity, write down what’re written in the*

whiteboard on your book.” Setelah memberikan perintah, guru kembali duduk dan menunggu siswa selesai mencatat *vocabulary* dan artinya. Beberapa siswa terlihat tidak mencatat kemudian guru menegur mereka dan akhirnya siswa-siswa itu mencatat apa yang tertulis di papan tulis.

Siswa selesai mencatat. Guru kemudian kembali berkata, “*Now, look at the questions related to the text. Answer those questions on your books. Jawaban lengkap ya?*” Guru meminta siswa menjawab lima pertanyaan terkait dengan teks. Sebelumnya, guru menerjemahkan pertanyaan untuk para siswa sehingga mereka lebih cepat mengerti dan mudah menemukan jawaban yang dimaksud. Siswa dilibatkan dalam menerjemahkan kelima pertanyaan tersebut.

Siswa lalu mulai berdiskusi mencari jawaban dari pertanyaan-pertanyaan yang ada. Mereka menuliskannya dalam buku tulis. Beberapa siswa terlihat tak mengerjakannya. Guru pun terlihat mendekati mereka dan menegur supaya mereka mulai menjawab pertanyaan. Guru terlihat berkeliling kelas lalu memberikan bantuan berupa *guidance* untuk siswa yang kesulitan mengerjakan tugas. Setelah beberapa menit, guru berdiri di depan kelas dan mengajak siswa untuk membahas jawaban mereka.

“*Have you done?*” tanya guru yang dijawab ‘yes’ oleh sebagian besar siswa.

“*I want you to write down your answer on the whiteboard.*” Guru pun lalu meminta beberapa siswa untuk maju menuliskan jawaban mereka di papan tulis. Ada siswa yang justru membaca jawabannya, tapi teman sebangkunya memberitahu siswa tersebut untuk menuliskan jawaban di depan.

Setelah selesai, guru berkata, “*Okay, let’s check the answers together.*” Guru mulai membaca pertanyaan lalu membaca jawaban siswa. Guru menanyakan apa jawaban di papan tulis benar lalu menanyakan apa alasan mereka menjawab seperti itu. Guru meminta siswa menunjukkannya dari teks. Jika ada jawaban yang salah, guru bersama siswa membenahi jawaban itu sehingga benar. Guru juga meminta siswa yang menuliskan jawaban yang salah untuk membenahi jawaban mereka pada buku masing-masing. Siswa pun melaksanakan apa yang diminta oleh guru.

Guru kemudian memberikan teks yang lain—satu teks untuk satu meja. Setelah selesai mendistribusikan teks pada semua siswa, guru berkata, “*I gave you another text. It’s The Legend of Banyuwangi.*” Sebagian besar siswa terlihat fokus pada teks, sebagian lagi terlihat tidak memperhatikan. Guru lalu memanggil beberapa nama siswa yang tidak memperhatikan supaya mereka menghentikan kegiatan sebelumnya dan mulai fokus lagi pada pelajaran.

Semua siswa sudah memperhatikan teks kembali. Guru lalu menjelaskan *vocabulary* yang dirasa sulit dan menuliskannya di papan tulis beserta dengan artinya seperti sebelumnya. Saat guru menulis, siswa banyak yang kembali membuat kegaduhan. Guru pun harus menegur mereka lagi. Siswa lalu diminta untuk menuliskan semua *vocabulary* itu di dalam buku tulis masing-masing.

Siswa telah selesai menulis di buku catatan mereka. Guru lalu meminta siswa untuk membaca teks yang mereka pegang dalam hati. Jika merasa kesulitan dengan kata-kata yang ada, mereka bisa melihat pada *vocabulary* yang telah mereka catat. Mereka pun boleh membuka kamus jika ada kata-kata yang belum tertulis di papan tulis yang mereka tak tahu.

Guru kembali berdiri di depan kelas lalu meminta siswa fokus pada teks. “*You’re read it, right? Let’s pay attention to the text.*” Guru lalu mulai membaca bersama siswa dan menerjemahkannya dalam bahasa Indonesia supaya mudah dimengerti. Siswa sangat dilibatkan, dan sebagian besar siswa di deretan kanan sangat aktif dalam membaca teks ini. Tapi, peran guru lebih mendominasi dalam kelas, karena tidak semua siswa berpartisipasi aktif.

Beberapa siswa masih saja ada yang sulit fokus dalam pembelajaran. Maka guru berjalan dan memosisikan diri di dekat mereka, sehingga mereka bisa lebih memperhatikan. Cara ini rupanya cukup efektif untuk membuat siswa yang sering membuat kegaduhan lebih tenang.

Pada beberapa bagian yang berisi *reference*, guru memberikan pertanyaan. “*What’s meant by ‘him’?*” dan siswa pun memberikan jawaban bervariasi. Ada yang langsung bisa menjawab benar, ada pula yang tidak. Beberapa pertanyaan yang mengandung *reference* pun ditanyakan, dan siswa mencoba menjawabnya.

Setelah selesai membaca bersama, guru menjelaskan dan menerjemahkan beberapa pertanyaan terkait teks yang harus dijawab. Lalu guru mulai memberi perintah, “*Now, discuss the answers with your friend. In pairs, okay? I’ll give you ten minutes.*” Para siswi dan beberapa siswa mengerjakan tanpa banyak bicara. Tapi sebagian besar siswa di bagian kiri malah berbicara sendiri, tidak mengerjakan sehingga guru harus menegur mereka lagi. Guru berkeliling dan memastikan para siswa mengerjakan tugas itu. Sesekali guru akan memberikan bantuan berupa *guidance*.

Selesai dengan menjawab pertanyaan di buku masing-masing secara berpasangan, beberapa siswa lalu diminta untuk menuliskan jawaban mereka kembali di papan tulis. Tapi, belum sempat dibahas bersama, bel berbunyi tanda waktu pelajaran bahasa Inggris di kelas sudah habis. Guru pun membahas jawaban secara cepat dan berjanji akan melanjutkan di pelajaran selanjutnya.

“*Okay, time’s up. We’re going to discuss this in the next meeting. Today, we learned about narrative text. Can you mention what the generic structures of the text are?*” Siswa pun menjawab pertanyaan itu.

Setelah selesai, guru mengucapkan salam. “*Okay, Class. See you in the next meeting. Good morning.*” Siswa membalas sapaan itu. Guru dan peneliti pun keluar dari kelas.

No : FN.03
 Hari, tanggal : Senin, 14 April 2014
 Jam : 11.40-12.50 WIB
 Tempat : Kelas 8B
 Kegiatan : Ujicoba Pre-test
 Responden : P (Peneliti)
 GBI (Guru Bahasa Inggris)
 S (Siswa-siswa)

No	Deskripsi Kegiatan
1	Pukul 11.40 (setelah observasi), P meminta ijin GBI untuk mengadakan ujicoba pre-test.
2	GBI setuju dan menyerahkan semua pada P, termasuk ujicoba, penelitian, dan tes yang akan dilakukan karena GBI harus kembali fokus pada kelas IX.
3	Pukul 11.45, P memasuki ruang kelas 8B.
4	P menyapa siswa dan siswa membalas sapaan itu.
5	P memperkenalkan diri secara singkat lalu menjelaskan tujuan datang ke kelas 8B.
6	P menjelaskan apa yang harus dilakukan siswa, termasuk perintah pengerjaan ujicoba pre-test.
7	P membagikan soal dan lembar jawaban pada siswa.
8	P memberitahukan bahwa waktu mengerjakan ujicoba pre-test adalah 60 menit.
9	Siswa mulai mengerjakan ujicoba pre-test yang diberikan.
10	Beberapa siswa tampak sibuk berbicara sendiri.
11	P mendekati siswa-siswa tersebut dan menanyakan apa ada yang kurang dimengerti.
12	Siswa-siswa kembali mengerjakan.
13	Beberapa siswa sempat bertanya tentang jawaban beberapa soal.
14	P meminta siswa mengerjakan sebisanya.
15	Setelah 60 menit, P meminta semua siswa mengumpulkan lembar soal dan jawaban.
16	P mengatakan bahwa P membutuhkan bantuan siswa 8B sekali lagi untuk mengerjakan ujicoba post-test yang serupa dengan yang dikerjakan siswa hari itu.
17	P meminta siswa bersiap-siap pulang.
18	P meminta ketua kelas untuk memimpin doa.
19	P mengucapkan salam dan meninggalkan kelas.

No : FN.04
 Hari, tanggal : Kamis, 17 April 2014
 Jam : 09.55-11.15 WIB
 Tempat : Kelas 8B
 Kegiatan : Ujicoba Post-test
 Responden : P (Peneliti)
 S (Siswa-siswa)

No	Deskripsi Kegiatan
1	Pukul 09.55, P memasuki ruang kelas 8B.
2	P menyapa siswa dan menanyakan kabar mereka.
3	Siswa merespon dengan baik.
4	P kembali menjelaskan secara singkat apa yang akan dilakukan oleh siswa.
5	P memberitahukan detail tes, aturan pengerjaan dan waktu ujicoba post-test.
6	P membagikan soal dan lembar jawaban pada siswa.
7	P meminta siswa untuk mengerjakan dengan baik.
8	Siswa mulai mengerjakan ujicoba post-test yang diberikan.
9	Seorang siswa bertanya apakah dia boleh membuka kamus.
10	P mengatakan untuk mengerjakan sebisa siswa tersebut, tanpa perlu membuka kamus.
11	Setelah 60 menit, P meminta semua siswa mengumpulkan lembar soal dan jawaban.
12	Siswa mengumpulkan lembar jawab dan soal.
13	P berterima kasih atas bantuan kelas 8B.
14	P mengucapkan salam dan meninggalkan kelas.

No : FN.05
 Hari, tanggal : Senin, 21 April 2014
 Jam : 10.30 - 11.40 WIB
 Tempat : Kelas 8D
 Kegiatan : Pre-test
 Responden : P (Peneliti)
 S (Siswa-siswa)

No	Deskripsi Kegiatan
1	Pukul 10.35, P memasuki ruang kelas 8D.
2	P menyapa siswa dan menanyakan kabar mereka.
3	Siswa merespon dengan baik.
4	P memperkenalkan diri dan menjelaskan tujuan P berada di kelas 8D.
5	P memberitahukan detail tes, aturan pengerjaan dan waktu pre-test.
6	P membagikan soal dan lembar jawaban pada siswa.
7	P meminta siswa untuk mengerjakan dengan baik.
8	Siswa mulai mengerjakan pre-test yang diberikan.
9	Setelah 60 menit, P meminta semua siswa mengumpulkan lembar soal dan jawaban.
10	Siswa mengumpulkan lembar jawab dan soal pada P.
11	P menanyakan apa tes cukup sulit.
12	Siswa mengatakan lumayan.
13	P memberitahukan bahwa minggu depan P akan mulai mengadakan penelitian di kelas 8D dengan mengajar <i>reading</i> menggunakan <i>comic strip</i> .
14	P mengucapkan salam dan meninggalkan kelas.

No : FN.06
 Hari, tanggal : Senin, 28 April 2014
 Jam : 08.20 - 09.40 WIB
 Tempat : Ruang kelas 8D
 Kegiatan : Recount (Meeting 1 – Cycle 1)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

Ketika bel pergantian jam berbunyi -tepat pukul 08.20-, P dan K segera masuk ke kelas 8D. K segera menempatkan diri di bagian belakang kelas, sementara P meletakkan perlengkapan mengajar di meja guru.

P lalu menyapa seluruh siswa. *“Good morning, Class. How are you?” “Good morning. I’m fine, and you?”* jawab mereka. *“Do you know who am I?”* Sebagian siswa menjawab lupa, tapi ada siswi yang menjawab, “Mbak yang KKN dari UNY pas waktu kita kelas VII, kan?” P kemudian memperkenalkan diri. “Ya, dulu Miss KKN di sini, tapi dulu ngajar kelas VIII yang sekarang sudah naik kelas IX. *Okay, let me introduce myself. My name is Fransisca Dita Puspita. When we’re in the class, call me Miss Dita.* Kalau di luar kelas, *you can call me* Mbak Dita. Seperti yang dibilang Mrs. Tavip, selama beberapa minggu, *I’ll teach you English. Miss akan mengadakan penelitian skripsi di kelas kalian. So, I hope you can help me. Any questions?”* Beberapa siswa bertanya tentang P termasuk penelitiannya dan P menjawab pertanyaan itu.

Setelah dirasa cukup, P memanggil nama siswa satu per satu untuk mengecek kehadiran sekaligus mengenali wajah mereka. Siswa yang hadir dan namanya dipanggil akan mengangkat tangan mereka dan menjawab *“I’m here.”*

P mengambil beberapa lembar gambar yang telah dipersiapkan. P lalu memperlihatkan semua itu di depan kelas. *“Okay, Class. I have some pictures here. Mm—Can you tell me what pictures they are?”* Siswa memberikan jawaban yang bervariasi. “Piknik, Miss!” “Liburan!” “Apik sik neng *Disneyland.*” “Lha, itu foto Miss Dita di Candi Prambanan ya?”

“Wow, various answers. Tapi, tadi kebanyakan menjawab liburan. *Anybody knows what liburan in English?”* tanya P. Serentak siswa menjawab, “*Holiday!*” P bertanya lagi, *“What did you do in last holiday?”* Sebagian menjawab ‘piknik’ tapi ada sebagian yang menjawab ‘di rumah—tidur,’

“Okay, Class. Today, we’re going to learn about recount text. Pernah belajar tentang *recount*, kan?” tanya P. “Pas semester 1 dulu, Miss. Tapi lupa. Dah lama,” jawab seorang siswi.

“That’s why, we’ll learn more about recount text today. Kalian mungkin sudah pernah belajar ini sebelumnya. Pernah membahas tentang *holiday* juga. *But, today we’re going to read recount text using comic strips,*” ujar P. Beberapa siswa bertanya itu apa, lalu P menjelaskan bahwa *comic strips* adalah suatu cerita bergambar mirip dengan komik, hanya saja lebih pendek dan berisi satu cerita saja. Siswa pun tertarik ingin melihat bagaimana *comic strips* itu.

P kemudian membagikan teks berjudul *My Holiday* pada siswa. *“Now, I’ll give you a text about holiday. Please take one and pass the rest to your friends.”* P memastikan setiap siswa mendapatkan teks lalu meminta mereka membacanya sekilas. *“Have you got the text? Now, read the text and if you find any difficult words, you can write them down on the sheet.* Coba kalian tebak dulu artinya apa. *You can try to find them in your dictionary.* Tapi, Miss yakin kalian tidak akan mengalami kesulitan dengan teks ini.”

Siswa pun membaca teks lalu menuliskan beberapa kata yang tidak mengerti artinya. Setelah beberapa menit, P bertanya, *“Have you done? Any difficult words?”*

“*Scenery, Miss!*” “*Horseback, Miss!*” P kemudian membenahi *pronunciation* beberapa siswa.

“Ada yang tahu *scenery* itu apa?” tanya P. “Pemandangan, *Miss!*” jawab seorang siswi bernama Annisa. P mengangguk mengiyakan, lalu bertanya lagi, “*Okay, scenery is* pemandangan *in* bahasa Indonesia. *What about horseback?*” “Kuda kembali!” “Belakang kuda!” Jawaban siswa bervariasi. P menjawab “*No body knows? What is horse in* bahasa Indonesia?” “Kuda!” jawab mereka serempak. “*What about back?*” “Kembali, *Miss!*” P lalu memperlihatkan punggungnya ke siswa, “Yang dimaksud *back* di sini adalah ini. *So, what’s back?*” “Punggung! Jadinya punggung kuda, ya?” kata mereka sambil tertawa.

Setelah selesai membahas kata-kata sulit, P meminta siswa untuk menjawab pertanyaan terkait teks. “*Now, look at task 3. What should you do with that?*” Siswa menjawab, “*Answer the questions, Miss!*” “*Good, you have to read the text then answer all of the questions. Now, you can work in pairs.* Kerjakan dengan teman sebangku kalian.”

Ketika siswa menyelesaikan pekerjaan, P memanggil nama beberapa siswa dan meminta mereka menjawabnya secara lengkap. Setiap jawaban lalu dicek apakah benar dan salah secara bersama-sama. Jika siswa belum bisa menjawab dengan benar, P akan memberikan *guidance* dan meminta siswa yang lain untuk menemukan jawaban yang benar.

P kemudian memberikan materi terkait dengan *recount text* beserta *generic structure* dan *language features*-nya.

P meminta siswa untuk memperhatikan bagian *generic structures* dari teks *recount*. “*Recount text consists of three parts. Those are orientation, events and re-orientation. Okay, from text ‘My Holiday’, which one is the orientation? And why?*” Seorang siswi bernama Depika menjawab, “Paragraf 1! Soalnya itu isinya *setting!*” “*Good, Depika. That’s the correct answer.* Sekarang coba *Miss* tanya, *orientation* isinya menjawab beberapa pertanyaan seperti *who, what, where, when*. Sekarang coba kita cek lagi, apakah paragraf pertama berisi tentang *setting*.” P mulai menanyakan beberapa pertanyaan dengan *who, where, when*, dan *what*. Dan siswa mampu menjawabnya dengan baik, meskipun hanya sebagian saja yang mau bersuara.

P kemudian melanjutkan bagian *events* dan *re-orientation* dengan cara yang sama—menanyakan paragraph mana yang merupakan *events* atau *re-orientation* termasuk alasan mengapa siswa memilih itu. Dengan bantuan materi yang diberikan, siswa bisa menjawabnya dengan cukup baik. Siswa bisa membedakan bagian-bagian dari *recount text*.

Setelah selesai dengan *generic structure*, P melanjutkan dengan bagian *linguistic features*. P menyebutkan satu per satu ciri linguistik. Kemudian memanggil beberapa siswa untuk memberikan contoh dari teks yang diberikan. Begitu seterusnya sampai selesai.

P memberikan satu set *comic strip* beserta satu *worksheet*. P meminta siswa memahami bagaimana alur cerita yang ditunjukkan *comic strip* itu. P bertanya, “*Have you looked at the comic strip? Do you understand the story?*” Siswa mengiyakan.

P kembali melanjutkan, “*Now, look at the worksheet. There are twelve random sentences about the text. Kalimat-kalimat ini masih belum berurutan. Do you know what you should do?*” “Mengurutkan, *Miss!*” seru salah seorang siswa di bagian belakang. “*That’s good. You have to put the sentences and make them into a good story based the comic strip. Write down the number on the table in the right, okay? Do it in pairs. Don’t forget to write your names and numbers there,*” tambah P.

Siswa mengerjakan tugas itu. P berkeliling kelas untuk memberikan bantuan atau panduan pada siswa yang terlihat kesulitan. Setelah beberapa menit, P menanyakan apakah siswa sudah selesai mengerjakan. Kemudian, P meminta siswa untuk menukarkan lembar pekerjaan mereka pada meja sebelahnya.

P meminta satu meja untuk membacakan jawaban mereka—urut dimulai dari

kalimat pertama yang cocok dengan gambar yang ditunjukkan. Setelah selesai, P menanyakan apakah jawaban itu benar pada kelas. Lalu, P akan meminta siswa di meja lain untuk menunjukkan yang manakah kalimat kedua, begitu selanjutnya. Jika ada yang belum tepat, P dan siswa akan membahasnya bersama-sama.

Setelah semua jawaban dibahas, P bertanya, “*Any questions? Do you find something difficult?*” Tak ada pertanyaan yang dilontarkan siswa. Bel pergantian jam pelajaran berbunyi.

“*Okay, because time is up, we have to end today’s class. Do you understand what I explained today?*” Pertanyaan P dijawab ‘yes’ oleh para siswa. P kemudian bertanya, “*Do you like reading using comic strips?*” Siswa mengangguk. Seorang siswi bertanya, “*Miss, besok pakai comic strip lagi?*” P menjawab, “*Yes, we’re going to read more texts using comic strips. Well, materinya dibaca lagi karena besok kita masih belajar tentang recount text tapi dengan topik berbeda. So, see you tomorrow. Good morning.*” Siswa menjawab salam. P dan K meninggalkan kelas.

No : FN.07
 Hari, tanggal : Selasa, 29 April 2014
 Jam : 08.20 - 09.40 WIB
 Tempat : Ruang kelas 8D
 Kegiatan : *Recount text* (Meeting 2 – Cycle 1)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

P dan K memasuki ruangan kelas pukul 08.25. Seperti biasa, K langsung memosisikan diri di belakang kelas. P menyapa dan menanyakan kabar siswa. Awalnya hanya sebagian siswa yang menanggapi. P mengulangi sapaan dan semua siswa menjawabnya dengan lebih keras. P kemudian mengecek presensi siswa.

P bertanya, “*Well, Class. Do you still remember what we learned yesterday?*” Siti, siswi di bagian depan menjawab, “*Yes, Miss. Recount text about holiday. Kemarin belajar pakai comic strip. Nanti ada lagi, Miss?*”

“*That’s good, Siti. Yesterday, we learned about recount text with topic of holiday. Today, we still learned about the same material, but with different topic. Now, I have some texts with me. I’ll give you. Ada empat jenis teks di sini. Teks ini jelas berbeda satu sama lain. But, I believe you have learned about these texts.*” P membagikan teks untuk setiap meja. Sebagian siswa mulai memperhatikan teks, beberapa dari mereka masih sibuk dengan kegiatannya masing-masing. P menegur dan meminta mereka untuk memperhatikan.

“*Secara sekilas, read the text. And choose which one is the recount text. Try to guess the other texts too. I’ll give three minutes to read and to choose,*” kata P.

Setelah beberapa menit, P meminta seorang siswa di belakang yang tadinya kurang memperhatikan pelajaran untuk menyebutkan yang manakah yang termasuk *recount text* dan apa alasannya. Tapi, siswa itu belum bisa menjawabnya. P menanyakan pertanyaan yang sama pada seluruh kelas, sebagian besar siswa berhasil menjawab teks no 2 yang merupakan teks *recount*. Begitu ditanya alasannya, mereka menjawab teks no 2 menceritakan pengalaman masa lalu seseorang.

P lalu menanyakan teks yang lain. “*Okay, good. Text 2 is a recount text. What about text 1? What is it?*” “*Description, Miss! Because it describes camping.*” “*Well done, what about text number 3?*” “*Narrative!* Itu kan cerita tentang singa yang serakah.” “*Kalau yang terakhir?*” “*Mmm—Descriptive, bukan Miss? Itu tentang menjelaskan tentang scrapbook.*” “*Are you sure?*” tanya P. Tidak ada siswa yang merespon. “*That’s a*

procedure text. Mungkin di awal kelihatan seperti menjelaskan pengertian *scrapbook*, tapi kan di paragraf selanjutnya isinya tentang bagaimana membuat *scrapbook*. Sudah belajar *procedure*, kan?” Siswa mencoba mengingat lalu mengangguk.

“Now, pay attention to text number 2. That’s a recount text. I want you to label the generic structure of the text. Coba beri tanda mana yang *orientation*, *events*, atau *re-orientation*. Can you?” Siswa menjawab, “Yes, Miss!” Tapi, hanya sebagian yang menjawab. P mengulangi perintah sekali lagi dan kali ini seluruh siswa menanggapi.

Setelah beberapa saat, P bertanya apa siswa sudah selesai mengerjakan. P meminta seorang siswi untuk menjelaskan *generic structure* teks itu, termasuk alasan mengapa memilihnya. Siswa dan siswi lain pun ikut serta dalam pembahasan itu. Lalu P bertanya tentang beberapa *language features* yang ada di teks, semisal meminta siswa menyebutkan *noun phrase*, *past tense*, *time connectives*, dan sebagainya. Siswa pun menjawab pertanyaan itu.

P kemudian bertanya lagi secara lisan terkait teks. P menanyakan *setting* secara runtut dari *who*, *when*, *where*, *what*, ditambah dengan *why*. Lalu P melanjutkan pertanyaan mengenai runtutan kejadian pada *events*. Dan terakhir, pertanyaan terkait *re-orientation*. Beberapa siswa langsung menjawab tanpa kesulitan, tapi untuk siswa yang lain, P memberikan *guidance* sehingga mereka bisa lebih mudah memahaminya.

“Okay, you’re really good in comprehending recount text. You know it so well. Now, I want you to look at task 3. Okay, what you should do?” tanya P. Seorang siswa menjawab, “Mencari artinya, Miss!” P berkata, “Good, Rizqi. Now, you have to find the meanings of the words with your dictionary. If you have known them, just write down the answers.”

Siswa pun mulai mengerjakannya secara berpasangan. Mereka membuka kamus. Beberapa dari mereka bahkan sudah tahu arti beberapa dari kata-kata sulit itu dan segera menuliskannya pada lembar pekerjaan itu. P berkeliling kelas, memastikan semua siswa mengerjakan. Sesekali, P memberikan bantuan pada siswa yang bertanya karena tidak menemukan artinya dalam kamus.

P bertanya, “Have you done?” Siswa menjawab, “Not yet, Miss.” P pun berkata, “Okay, no problems. Let’s discuss together.” P dan siswa pun mulai membahas arti kata-kata sulit itu bersama.

P memanggil nama siswa lalu meminta mereka membaca jawaban masing-masing. P membenahi *pronunciation* yang masih kurang tepat, lalu meminta siswa bersama-sama menirukan *pronunciation* yang benar. Setelah itu, baru mengecek apakah arti dari kata-kata sulit per nomor-nya sudah benar atau belum. Beberapa nomor tidak ada masalah, tapi ada beberapa nomor siswa tidak tahu jawabannya.

“Mat—gila!” jawab seorang siswa. P membenahi jawaban itu, “Are you sure about that?” Siswa itu menggeleng. P menuliskan ‘*mat*’ dan ‘*mad*’ di papan tulis lalu meminta mereka membedakan yang mana yang berarti gila. Beberapa siswa menjawab ‘*mad*’ adalah gila. “This one (menunjuk *mad*) means gila. But, this one (menunjuk *mat*) means? Apa yang buat duduk?” “Tikar bukan, Miss?” “Good job, Devi. Mat means tikar in bahasa Indonesia.”

Pada kosakata *excited* and *embarrassing*, P menjelaskan perbedaan menggunakan akhiran *-ing* dan *-ed* yang mengikuti *adjective*. P pun memberikan beberapa contoh lain seperti *boring-bored*, *tiring-tired*, dan sebagainya.

P memberikan siswa sebuah *worksheet* yang terdiri dari sebuah *comic strip* dan sebuah paragraf rumpang dengan beberapa pilihan jawaban. P berkata, “For the next task, I want you to complete this paragraph by choosing the correct answers from the box. Perhatikan dulu *comic strip*-nya. Dilihat, mana jawaban yang paling cocok setelah melihat gambarnya.” Setelah mendengarkan apa yang harus dilakukan, siswa pun mengerjakan *task 4* secara berpasangan—dengan teman sebangku. Selama aktivitas ini, P berkeliling kelas

untuk membantu dan melihat bagaimana siswa mengerjakan tugas.

Satu pasang siswa diminta untuk maju ke depan dan membacakan jawaban mereka. Lalu secara bersama-sama, P dan siswa mengecek ulang apakah jawaban tersebut sudah benar atau belum. Jika ada yang belum tepat, P akan meminta siswa untuk melihat ulang *comic strip* yang ada, lalu mengarahkan mereka dengan pertanyaan ‘*What did she do?*’. Apabila kesulitan, siswa dapat mencari arti kata-kata yang sulit dengan kamus.

Setelah aktivitas ini selesai, P membagikan lagi sebuah *worksheet* yang kali ini harus dikerjakan secara individu. “*Okay, Class. The last activity for today is this worksheet. You have to do this task individually.*” Beberapa siswa terlihat mengeluh karena harus mengerjakan tugas lagi. P menjelaskan, “*This is the last. I promise. And it’s very easy. Kalian hanya tinggal menentukan betul atau salah. True or False. And the text is not really difficult. I’m sure you can do it. Next week, I promise that I won’t give many tasks. But, maybe a little bit difficult. Tapi, kalian pasti bisa.*” Siswa pun segera membaca teks yang diberikan dan menentukan benar atau tidaknya *statements* yang diberikan.

Karena waktu sudah hampir habis, P memutuskan untuk memeriksa jawaban siswa di rumah. “*Well, because the time is almost up, please submit your works to me. I believe you’ve finished it, right? Come on, submit it to me.*” Satu per satu siswa menyelesaikan pekerjaan mereka dan mengumpulkannya pada P.

Setelah semua terkumpul, P menyimpulkan pelajaran hari itu. “*What about today? Any difficulties? Well, are you still confused with recount text?*” Siswa menjawab sudah jauh lebih mengerti. P juga menanyakan apakah menyenangkan membaca dengan bantuan *comic strip*. Siswa menjawab menyenangkan dan berharap P memberikan *comic strip* yang lebih menarik dan banyak. P segera menutup pelajaran dan memberi salam. P dan K meninggalkan ruangan kelas.

No : FN.08
 Hari, tanggal : Senin, 12 Mei 2014
 Jam : 09.20-10.55 WIB
 Tempat : Ruang kelas 8D
 Kegiatan : *Recount text* (Meeting 1 – Cycle 2)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

P dan K memasuki ruangan kelas 8D pada pukul 09.15. P menyapa siswa, bertanya tentang kabar mereka dan juga memeriksa presensi. Kondisi kelas sedikit gaduh—tidak terkendali karena siswa baru saja selesai menjalani liburan seminggu dan baru saja selesai upacara. P menunggu siswa tenang, tapi karena makin tidak terkendali, P akhirnya menegur mereka. Setelah itu, keadaan kelas menjadi lebih terkendali.

“*Do you still remember what we learned last week?*” tanya P. “*Recount text, Miss. Miss, hari ini baca lagi kah? Ga speaking atau apa gitu?*” P menjawab, “*Well, I’m sorry to tell you that I do a research about reading. Selama dua minggu ini—besok pertemuan terakhir sebelum tes, kita hanya akan belajar membaca. Miss sudah pernah memberitahu kalau kita belajar membaca tapi dengan comic strip. So, hang on for these two meetings. Comic strip akan membantu supaya pelajaran reading tidak terlalu membosankan. Okay?*” Siswa yang mengeluh tadi hanya mengangguk setuju.

“*I’ve checked your last assignment and you’ve done a good job. Tapi, nanti saja Miss kasih tahu nilainya. Now, let me ask. Do you have fun experience? Siapa yang pernah mengalami kejadian yang lucu? Anybody?*” P memberikan kesempatan pada siswa untuk menceritakan pengalaman pribadinya yang lucu, tetapi tidak ada yang mau. Satu siswa akhirnya menceritakan pengalaman lucu dari teman sekelasnya. Satu demi satu siswa

menambahkan detail cerita itu lalu seluruh kelas tertawa.

“*Well, that’s really funny. Thank you, Dimas for your story. Now, pay attention. I have a text with me entitled ‘firecracker’. I want you to read this text with your friend. After reading it, try to do task 2. Task 2—what should you do, Sugeng?*” tanya P. “Mencari arti dari kata-kata sulit, Miss!” jawab Sugeng.

Setelah mengerti *task* yang harus dikerjakan, siswa pun segera memulai membaca teks yang diberikan. Beberapa dari mereka mulai tertawa setelah membaca teks, sementara sebagian lagi sibuk sendiri. P berkeliling dan mendekati siswa yang tidak memperhatikan dan memastikan mereka membaca dan mengerjakan *task*.

Siswa mulai mengerjakan *task 2*. Sebagian siswa terlihat bingung karena tidak mendapati arti kata yang dicari dalam kamus mereka. Siswa pun bertanya pada P dan P memberikan beberapa *clue* tersirat. Beberapa siswa mampu menangkap *clue* itu tapi beberapa yang lain tidak.

P dan siswa pun membahas jawaban dari *task 2*. P memanggil nama siswa lalu memintanya membaca kosakata beserta artinya. Untuk beberapa kosakata yang tidak tepat pengucapannya, P mengucapkan dengan *pronunciation* yang benar lalu meminta siswa menirukan.

Pada bagian *firecracker*, P meminta membedakannya dengan *firework*. Semua hampir tak ada masalah, tapi pada ‘*can*’, siswa menjawabnya dengan ‘*bisa*’.

“Apa yang dimaksud ‘*can*’ di sini? Apa benar ‘*bisa*’? Coba dilihat lagi. Di belakang kata ‘*can*’ itu ada huruf apa? *What’s the meaning of ‘n’?*” “*Noun, Miss!*” jawab beberapa siswi serempak. “*Okay, can is noun. So, what’s the meaning of can?*” “Oh, kaleng ya?” “*That’s right. ‘Can’ in this text means kaleng in bahasa Indonesia.*” P dan siswa pun melanjutkan membahas kosakata sulit lainnya.

Seperti biasa, P akan menanyakan pada siswa tentang *generic structure* dan *linguistic features of the text*. P akan memberikan beberapa *guidance questions* untuk membantu siswa memahami ciri teks *recount*. Siswa mulai mahir menjawab dan menganalisis teks yang mereka baca.

“*Now, in pairs, do task 3. As usual, you try to answer the questions related to the text. Miss yakin kalian sudah memahami isi teks sehingga tak akan kesulitan untuk menjawabnya.*”

Siswa mengerjakan tugas yang diberikan P. P berkeliling kelas memastikan bahwa siswa tidak mengalami kesulitan. Setelah itu, P dan siswa membahas jawaban secara bersama-sama. Beberapa siswa dipanggil ke depan dan menuliskan jawaban yang kemudian dicek ulang apakah sudah benar sesuai dengan teks.

P memberikan sebuah teks *recount* berjudul ‘*Bee*’. P meminta siswa untuk membacanya terlebih dahulu. “*Okay, Class. This is the last text for today. Read the text and try to understand the content. Apa isi teks yang kalian baca. If needed, write down the difficult words. We will discuss them later.* Tapi, kalau kalian ingin tahu, kalian boleh mencari artinya di kamus masing-masing.”

Siswa mulai membaca teks yang diberikan lalu menuliskan kata-kata yang tidak mereka tahu. Siswa pun mulai mencari kata-kata sulit dari teks. P berkeliling mencoba memberi petunjuk dan bantuan.

P memandu siswa untuk membaca dan memahami teks bersama-sama. Sebagian besar siswa aktif menerjemahkan bacaan, sementara sebagian lagi masih ada yang gaduh sendiri. P sesekali menghentikan aktivitas pembelajaran dan meminta siswa-siswa yang tidak memperhatikan untuk menerjemahkan *teks*. Dengan melakukan hal seperti itu, hampir semua siswa terlibat aktif dalam memahami teks ini.

Setelah dirasa tak bermasalah dengan teks yang diberikan, P memberikan satu set *comic strip* yang berkaitan dengan teks berjudul ‘*Bee*’ tadi.

“Now, it’s time for the comic strip. I have a set of comic strips. Comic strip ini merupakan gambaran cerita dari teks yang Miss berikan tadi. Nah, tugas kalian adalah mengurutkan *comic strip* ini berdasarkan teks yang kalian baca. So, how do you do this task?” tanya P. “Nulis nomor secara urut kan, Miss?” “That’s right. Tepat sekali. Write down the number each picture. Sesuai urutan teks ya?” tambah P lagi.

Siswa mengerjakan tugas secara berpasangan. P berkeliling kelas mencoba menawarkan bantuan. Beberapa siswa tampak tak mengalami kesulitan, tapi ada sebagian kecil siswa yang sedikit bingung menentukan urutan gambar berdasarkan teks. P pun memberikan beberapa petunjuk yang secara tidak langsung membantu siswa menjawab.

Waktu hampir habis. P meminta siswa untuk mengumpulkan pekerjaan mereka. “Okay, Class. Have you done? If you’ve done, please, submit your works. Come on. It’s almost the time for another subject.” Siswa pun satu per satu mengumpulkan pekerjaan mereka.

Setelah semua pekerjaan siswa terkumpul, P bertanya pada siswa apa ada kesulitan pada hari itu. Satu dua siswa mengatakan bahwa teks dan kegiatannya mulai sedikit panjang dan susah. Seorang siswi mengatakan sekali-kali di dalam pelajaran diisi bernyanyi sebagai selingan. P mengatakan akan mempertimbangkannya.

P mengucapkan salam kemudian meninggalkan ruangan.

No : FN.09
 Hari, tanggal : Selasa, 13 Mei 2014
 Jam : 08.20 - 09.40 WIB
 Tempat : Ruang kelas 8D
 Kegiatan : *Recount text* (Meeting 2 – Cycle 2)
 Responden : P (Peneliti)
 K (Kolaborator)
 S (Siswa-siswa)

Pukul 08.20, P dan K memasuki ruangan kelas. Dibanding hari sebelumnya, kondisi siswa lebih tenang dan terkendali. P membuka pelajaran dengan menyapa, bertanya kondisi dan mengecek presensi terlebih dahulu.

“Okay, Class. Yesterday we talked about fun experiences. Today, we’ll talk about embarrassing experiences. Masih ingat *embarrassing* itu apa?” Para siswa menjawab ‘memalukan’.

“That’s right. Siapa yang pernah punya pengalaman memalukan? Ada? Kalau ga ada, biar Miss cerita tentang pengalaman memalukan waktu Miss berada di kelas yang sama kaya kalian sekarang. Pas pelajaran bahasa Inggris pula. Do you want to know about that?” Siswa mulai bertanya-tanya bagaimana cerita dari P. P pun menceritakan pengalaman memalukannya sewaktu SMP di pelajaran bahasa Inggris. P rupanya dihukum untuk meminum sebotol air penuh di depan kelas karena kesalahan yang sangat kecil. Dan itu merupakan pengalaman yang sangat memalukan bagi P.

Setelah selesai bercerita, P menawarkan bagi para siswa yang ingin berbagi pengalaman memalukan. Tapi rupanya, tak ada siswa yang berani bercerita. P pun melanjutkan pelajaran.

P membagikan sebuah teks dan meminta siswa membacanya. “Okay, you’ve got the text, right? Read the text and list some words you don’t know. Kalau ada kata yang tidak kalian tahu, tuliskan dan coba cari. Tapi, Miss yakin kalian pasti tahu artinya. Kan, teksnya cuma pendek.”

Siswa pun membaca dan mencoba mencari kata-kata yang tidak mereka mengerti artinya. Ternyata, mereka tidak menemukannya. Jadi, teks itu sangat mudah dimengerti.

P kemudian meminta siswa untuk menjawab pertanyaan terkait dengan teks. Siswa

pun mengerjakannya dengan cepat karena mereka sudah paham isinya. Bahkan sebagian besar siswa sudah selesai mengerjakannya kurang dari 5 menit. P pun membahas jawaban bersama dengan siswa.

P kemudian melontarkan beberapa pertanyaan terkait dengan *generic structure* dan *linguistic features* dari teks. Dan, sebagian besar siswa sudah cepat dalam menjawab masing-masing pertanyaan.

“*This is our last meeting before I give you a test.* Kemarin ada yang minta diajari lagu. Tapi, karena *Miss* ga begitu tahu lagu yang hits sekarang, *Miss* akan mengajarkan satu lagu yang sangat mudah. Judulnya *This Old Man*. Ada yang pernah dengar atau bisa menyanyikan?” Ternyata belum pernah ada yang mendengarnya.

P menuliskan lirik lagu di papan tulis. Setelah selesai, perlahan P mengajarkan menyanyi. P membimbing siswa untuk mengikutinya untuk menyanyikan lagu tersebut. Awalnya perlahan-lahan, tapi semakin lama semakin cepat. P mulai mengganti liriknya sesuai dengan *rhyme* yang ada. Siswa pun semakin bersemangat mengikutinya. Awalnya sedikit kesulitan, tapi mereka bisa menyanyikannya dengan cukup cepat.

Setelah selingan lagu, P kembali melanjutkan pelajaran. P membagi seluruh siswa menjadi 8 grup yang masing-masing terdiri dari 4 orang. Siswa boleh memilih kelompoknya sendiri, asal mereka nyaman.

P lalu mulai membagikan satu set gambar dari *comic strip* yang telah dipotong-potong beserta potongan panel yang berisi beberapa kalimat (yang merupakan deskripsi atau cerita dari masing-masing potongan gambar).

“*Have you got a set of pictures and a set of sentences?*” tanya P. Siswa menjawab iya. Mereka mulai mengamati dan memegang benda-benda di depan mereka.

“*Do you know what you should do?*” tanya P lagi. Beberapa siswa diam atau menggeleng. Satu grup mencoba menjawab, “Ini tulisannya dipasangin ma gambarnya ya, *Miss?*” P pun menjelaskan apa yang harus mereka lakukan dengan gambar dan tulisan itu.

Bersama siswa, P mulai menerjemahkan beberapa kalimat yang telah dibagikan. Setelah mengerti artinya, siswa mulai mencoba memasang tulisan dengan gambar yang diceritakannya. P berkeliling kelas untuk membantu siswa yang kesulitan. Ternyata memang cukup sulit, meskipun ada beberapa kelompok yang bisa tepat memasang tulisan dengan gambar yang ada.

Setelah dirasa cukup, P pun membagikan sebuah kertas besar pada setiap grup. “*Well, Class. You have matched the pictures and the sentences. What you should do now is put the pictures plus the sentences in order.* Jadi setelah dipasangkan, sekarang tinggal mengurutkan mana gambar atau ceritanya yang terlebih dahulu. *Any questions?*” Tidak ada yang bertanya.

Siswa mulai bekerja sama menempelkan gambar dan tulisan dengan urutan yang mereka rasa benar. Beberapa kelompok terlihat kebingungan terutama ketika melihat gambar yang hampir sama. P pun kembali berkeliling dan memberi petunjuk dan bantuan.

P bermaksud membahas jawaban di depan kelas, akan tetapi bel berbunyi. P pun meminta siswa untuk mengumpulkan pekerjaan kelompok padanya.

“*Unfortunately, time’s up, Class. So submit your work to me. I’ll tell you the answer after we have a test next week.* Jadi minggu depan, *Miss* akan mengadakan tes lagi. Seperti tes yang dulu, sama mudahnya. Dan *Miss* yakin, kalian bisa mengerjakannya dengan baik.”

Siswa mengumpulkan tugasnya pada P. P pun mengucapkan salam dan meninggalkan kelas.

No : FN.10
 Hari, tanggal : Senin, 29 Mei 2014
 Jam : 09.20 – 10.55 WIB
 Tempat : Kelas 8D
 Kegiatan : Post-test
 Responden : P (Peneliti)
 S (Siswa-siswa)

No	Deskripsi Kegiatan
1	Pukul 09.20, P memasuki ruang kelas 8D.
2	P menyapa siswa dan menanyakan kabar mereka.
3	Siswa merespon dengan baik.
4	P mengatakan seperti yang diberitahukan sebelumnya bahwa siswa akan mengerjakan post-test.
5	P memberitahukan detail tes, aturan pengerjaan dan waktu post-test.
6	P membagikan soal dan lembar jawaban pada siswa.
7	P meminta siswa untuk mengerjakan dengan baik.
8	Siswa mulai mengerjakan post-test yang diberikan.
9	Kurang dari 60 menit, P meminta semua siswa yang sudah selesai mengerjakan bisa mengumpulkan lembar soal dan jawaban.
10	Siswa mengumpulkan lembar jawab dan soal pada P.
11	P menanyakan apa siswa bisa mengerjakan.
12	Siswa mengatakan cukup bisa.
13	P memperlihatkan jawaban dari tugas sebelumnya yang belum sempat dibahas.
14	P mengucapkan terima kasih atas bantuan kelas 8D dalam penelitian.
15.	P memberikan beberapa <i>snack</i> sebagai tanda terima kasih.
16.	P berpamitan, mengucapkan salam dan meninggalkan kelas.

APPENDIX B

INTERVIEW

TRANSCRIPTS

INTERVIEW TRANSCRIPT	
Nomor	: IT.01
Hari, tanggal	: Sabtu, 12 April 2014
Responden	: P (Peneliti)
	GBI (Guru Bahasa Inggris)
Kegiatan	: Interview sebelum pelaksanaan penelitian (BI.T)
P	: Menurut Ibu, bagaimana proses belajar mengajar bahasa Inggris terutama untuk kelas VIII selama ini secara umum?
GBI	: Secara umum <i>sih</i> gitu-gitu aja, Mbak. Masih agak susah.
P	: Masih susah ya, Bu. Lalu, bagaimana dengan kemampuan siswa kelas VIII dalam mengikuti pelajaran bahasa Inggris, Bu? Apa mereka sudah cukup mampu mengikuti pelajaran?
GBI	: Sebagian sudah lumayan, tapi paling cuma satu dua yang benar-benar bisa menonjol. Yang lain, susahny minta ampun. Kemampuan mereka masih jauh dari rata-rata.
P	: Kalau mengenai kendala mengajar, yang biasa Ibu alami apa?
GBI	: Ya itu, Mbak. Susah ngajak mereka fokus belajar. Bagi mereka, bahasa Inggris itu susah banget. Mereka dah nyerah duluan gitu. Minat belajar bahasa Inggris sangat rendah, kecuali buat beberapa anak yang memang benar-benar pinter.
P	: Terkait dengan pengajaran <i>reading</i> , bagaimana proses belajar mengajarnya, Bu?
GBI	: Maksudnya gimana, Mbak?
P	: Ya, apa lancar-lancar saja? Atau sama saja ada masalah?
GBI	: Masalah <i>sih</i> selalu ada, Mbak. Minat mereka membaca saja rendah, apalagi membaca bacaan bahasa Inggris.
P	: Kalau jenis teks yang sudah diajarkan pada siswa apa saja ya, Bu?
GBI	: Kalau semester satu dulu, <i>recount</i> dan <i>descriptive</i> . Juga ada beberapa <i>short functional texts</i> . Kalau yang semester dua, saya masih fokus di <i>listening</i> dan <i>speaking</i> , Mbak. Biasanya <i>reading</i> sama <i>writing</i> agak di akhir-akhir. Soalnya lebih lama buat ngajarinnya.
P	: Biasanya Ibu mengajar <i>reading</i> bagaimana? Maksudnya teknik yang Ibu pakai.
GBI	: Saya masih ke konvensional, Mbak. Jadi nanti pakai teks, kata-kata sulit, <i>generic structure</i> , sama pertanyaan. Lha, <i>reading</i> juga cuma begitu, kan, Mbak?
P	: Iya, Bu. Memang pada dasarnya <i>reading</i> fokusnya memang hanya itu, kecuali kita integrasi dengan <i>writing</i> .
GBI	: Lha iya, Mbak. Makanya itu.
P	: Kalau aktivitas pembelajarannya yang biasa diterapkan gimana, Bu?
GBI	: Ya, itu, Mbak, seperti yang saya bilang tadi. Saya nanti akan mengarahkan mereka ke topik yang akan diajarkan, nanti saya kasih teks, kita baca bersama, temukan kata-kata sulit, lalu jawab pertanyaan. Paling jenis <i>tasknya</i> yang berbeda. Kadang saya kasih permainan juga.
P	: Memang aktivitas <i>reading</i> seperti itu ya, Bu. Lalu kemampuan mereka mengikuti <i>reading</i> bagaimana, Bu?
GBI	: Wah, masih susah, Mbak. Seperti yang saya bilang. Mereka dasarnya susah belajar bahasa Inggris. Mereka ga suka karena susah katanya.
P	: Berarti minat mereka ke bahasa Inggris, terutama <i>reading</i> masih sangat rendah ya, Bu.
GBI	: Iya, Mbak.
P	: Kalau kendala lain dalam <i>reading</i> , apa lagi, Bu?
GBI	: <i>Vocabulary</i> mereka masih dikit, Mbak. Banyak kata-kata sulit yang ga mereka tahu. Kalau saya suruh buka kamus, kebanyakan banyak yang lupa bawa. Jadi, seringnya saya nulis kata-kata sulit beserta artinya di papan tulis, supaya mereka tahu.

- P : Terkait tadi, minat membaca, Bu. Bagaimana Ibu memotivasi siswa?
- GBI : Ya, saya bilangin gitu, Mbak. Kadang saya kasih tugas di rumah membaca. Kadang saya kasih permainan. Masih susah, *sih*. Yang penting mereka tertarik dulu sama bahasa Inggris. Lha, kalau mereka ga tertarik bahasa Inggris, mau diajak belajar pun susah, Mbak.
- P : Kalau mengajar *reading*, buku atau sumber belajar yang biasa Ibu gunakan sebagai acuan?
- GBI : Biasanya sih *Let's Talk*, BSE, kadang dari internet juga. Tapi, sering pakai LKS juga *sih*, Mbak.
- P : Bagaimana dengan media?
- GBI : Saya biasa menggunakan gambar, Mbak. Biasanya untuk awal mengarahkan mereka pada topik dan materi, saya gunakan gambar.
- P : Oh jadi sudah menggunakan gambar ya, Bu. Mm, kalau boleh tahu, apa Ibu tahu tentang *comic strips*?
- GBI : *Comic strips*? Itu gambar juga kan, Mbak?
- P : *Comic strips* itu memang gambar, Bu. Menyerupai komik, tapi lebih pendek.
- GBI : Saya mungkin dah pernah lihat, Mbak. Tapi, ga tahu itu namanya *comic strips*.
- P : Jadi, Ibu belum pernah mencoba menggunakan *comic strips* dalam pembelajaran *reading* ya, Bu?
- GBI : Kalau *comic strips* sih, secara khusus, mungkin belum, Mbak.

INTERVIEW TRANSCRIPT

- Nomor : IT.02
- Hari, tanggal : Sabtu, 12 April 2014
- Responden : P (Peneliti) S2 (Siswa 2)
S1 (Siswa 1) S3 (Siswa 3)
- Kegiatan : Interview sebelum pelaksanaan penelitian (BIS)
- P : Hallo, dek. Boleh ganggu sebentar, ga?
- S1 : Gapapa, Mbak. Ada apa ya, Mbak?
- S3 : Lho, ini kan Mbak yang dulu KKN dulu, kan?
- P : Iya, dek. Ga apa-apa. Mbak cuma mau nanya-nanya, kok.
- S1 : Nanya apa, Mbak?
- P : Nanya tentang bahasa Inggris. Mbak mau penelitian di sini gitu tentang bahasa Inggris. Jadi, mau nanya-nanya dulu.
- S3 : Apa e yang ditanya, Mbak? Malu je.
- P : Malu tu kenapa? Wong, Mbak ga *nyokot* kok. Cuma mau nanya dikit kok. Ga bakal Mbak apa-apain. Suka bahasa Inggris ga, dek?
- S2 : Lumayan, Mbak.
- S1 : Aku ga suka, Mbak. Ga bisa soale.
- S3 : Sulit, Mbak.
- P : Sulit?
- S3 : Ga mudeng artinya, Mbak.
- P : Tapi kalau pelajaran bisa ngikutin, kan?
- S1 : Bisa sih. Cuma ya itu, susah.
- P : Kalau baca—kalian suka baca?
- S1 : Ga, Mbak. Males.
- P : Kalau kalian?
- S2 : Suka *sih*, Mbak. Kadang-kadang.

S3	: Ho'oh, Mbak. Baca novel paling. Tapi, jarang.
P	: Oh, gitu. Kalau baca bacaan bahasa Inggris pernah?
S1	: Pernah, Mbak. Kalau pelajaran. Hahaha.
P	: Di luar itu?
S1	: Males, Mbak. Susah. Ga tahu artinya. Bahasa Indonesia <i>ae</i> males, apa <i>maneh</i> bahasa Inggris.
P	: Susahnya apa <i>sih</i> , dek baca bacaan bahasa Inggris?
S2	: Tulisannya kan bahasa Inggris semua, Mbak. Ga mudeng. Ga tahu artinya.
S3	: Iya, Mbak. Susah jadinya.
P	: Kalau susah sama ga tahu artinya, gimana kamu ngatasinnya?
S1	: Ga dibaca, Mbak. Hahaha.
S3	: Kadang lihat kamus, Mbak. Cuma aku jarang bawa kamus.
P	: Lha, kalau pas pelajaran?
S2	: Kadang <i>nyonto</i> temen, Mbak. <i>Takon</i> artine. Tapi, Bu Tavip suka ngasih tahu artinya, <i>sih</i> .
P	: Kalau Bu Tavip ngajar <i>reading</i> gimana?
S3	: Gimana ya, Mbak. Suruh buka LKS atau dikasih teks gitu. Terus dibaca, diartiin bareng, terus jawab pertanyaan.
P	: Kaya gitu terus?
S2	: Seringnya, gitu <i>sih</i> , Mbak. Lha kenapa e, Mbak?
P	: Ga apa-apa. Kan, Mbak cuma nanya. Oh kalian pernah diajar pakai gambar atau sejenisnya belum?
S1	: <i>Kethoke wis tahu</i> , Mbak. Tapi, dah lama.
P	: Kalian tahu yang namanya <i>comic strip</i> ?
S2	: Itu apaan je, Mbak? Kalau komik, aku tahu.
P	: <i>Comic strips</i> itu sejenis komik tapi lebih pendek, dek. Kira-kira kalau kalian membaca enak pakai gambar atau baca teks biasa?
S1	: Ya jelas pake gambar lah, Mbak. Kan <i>luwih apik</i> .
P	: Oh, ya udah, Mbak rasa cukup. Makasih ya, dek udah jawab pertanyaan, Mbak.
S1,2,3	: Sama-sama, Mbak.

INTERVIEW TRANSCRIPT			
Nomor	: IT.03		
Hari, tanggal	: Sabtu, 12 April 2014		
Responden	: P (Peneliti)	S5 (Siswa 5)	S7 (Siswa 7)
	S4 (Siswa 4)	S6 (Siswa 6)	
Kegiatan	: Interview sebelum pelaksanaan penelitian (BLS)		
P	: Hallo, dek. Boleh tanya-tanya, ga?		
S7	: Tanya apa e, Mbak? <i>Mau wis takon ro sik wedhok-wedhok, to?</i>		
P	: Lha, ga boleh po Mbak tanya ma kalian? Cuma bentar, kok.		
S6	: Sugeng <i>ae</i> , Mbak.		
S4	: Lha kok aku? <i>Aja</i> aku, Mbak.		
P	: Kalian itu, Mbak cuma mau nanya dikit, kok. Ga bakal gigit <i>wis</i> . Kalian bisa jawabnya bareng-bareng. Lagipula, pertanyaannya gampang. Ini bukan ulangan kok. Mbak mulai nanya, ya? Kalian suka bahasa Inggris, ga?		
S5,6,7	: Ga, lah, Mbak. Susah. Ga mudeng artine.		
P	: Kalau Sugeng? Dulu pas KKN ngadain <i>storytelling</i> , Sugeng ikutan kan? Dulu bagus kok.		
S4	: Aku <i>sih</i> lumayan, Mbak. Cuma kadang males.		

- P : O ya tadi katanya susah, ga mudeng artinya. Kok bisa? Kan dah belajar bahasa Inggris lama?
- S7 : Pokoke *ra mudeng*, Mbak. *Angel*.
- P : Padahal kalian besok butuh bahasa Inggris lho, buat sekolah, kerja, dan sebagainya. Kalau mau ke luar negeri juga.
- S6 : Aku kan *wong deso*, Mbak. *Ngapa kudu sinau* bahasa Inggris?
- S7 : Tul banget kui.
- P : Kalian ini. Kalau baca suka, ga?
- S5 : Baca apa, Mbak?
- P : Baca buku, novel atau apa gitu?
- S5 : Males, Mbak. Mending baca komik.
- P : Kalian suka komik?
- S6 : Suka, Mbak. Kan *akeh* gambare, tulisane *sithik*.
- S7 : Gambare ya *apik-apik*. Menarik jadine.
- P : Kalau ga ada gambarnya, ga menarik?
- S4 : *Mung marai ngantuk*, Mbak.
- P : Berarti kalian ga suka baca bacaan bahasa Inggris?
- S7 : *Piye isa seneng*, Mbak. Kan *ra mudeng*.
- P : Lha kalau pelajaran bahasa Inggris gimana?
- S6 : Ya ga gimana-gimana, Mbak. *Engko gari nyonto* Sugeng.
- P : Ga pernah nyoba nyari kata-kata dari kamus supaya mudeng?
- S6 : Kadang, Mbak. *Nek entuk jilihan kamus*. Hahaha.
- P : Kalian ga pernah bawa kamus sendiri?
- S7 : *Abot*, Mbak. Males *dadine*.
- S5 : Aku malah *ra duwe* kamus.
- P : Kalau pas *reading*, Bu Tavip ngajarnya gimana?
- S4 : Dikasih teks, terus dibaca bareng-bareng, diartiin gitu. Terus jawab pertanyaan terus dibahas.
- P : Kalian mudeng?
- S7 : *Nek wis diartike ya mudeng*. Tapi, *tetep angel*.
- P : Biasanya Bu Tavip ngajarnya pake apa?
- S4 : Sering pake LKS, Mbak. Kadang buku yang dipinjemi dari perpustakaan. Tapi, kadang difotocopiin.
- P : Sering pake gambar atau apa?
- S7 : Kadang *sih*.
- P : Pernah tahu *comic strips*?
- S5 : Panganan apa e *kui*, Mbak?
- P : *Dudu panganan*. *Comic strips* itu kaya komik tapi lebih pendek. Pernah?
- S4 : Belum, Mbak.
- P : Kalau seumpama diajar pake itu gimana?
- S7 : Tergantung, Mbak. *Apik ora gambare*. Tapi, mending kaya'e, sik penting *ana gambare*.
- P : Ya udah. Udah mau bel masuk juga. Makasih ya udah mau Mbak rusuhin dengan tanya-tanya.
- S4 : Emang buat apa e, Mbak, tanya-tanya?
- P : Mbak mau penelitian di sini gitu, buat skripsi. Besok, rencananya mau pake kelas kalian gitu.
- S7 : Nggo gambar komik kui, Mbak?
- P : Rencananya *sih* gitu, dek. Ya udah, makasih ya.
- S4,5,6,7: Sama-sama, Mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.04
Hari, tanggal	: Senin, 28 April 2014
Responden	: P (Peneliti) K (Kolaborator)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.C)
P	: Tadi gimana, Nidh?
K	: Udah lumayan kok. Cuma kamu perlu merhatiin yang murid cowok bagian belakang kiri. Mereka suka ngobrol sendiri kalau ga diperhatiin.
P	: Ada lagi?
K	: Sebagian sih sudah ngikutin dengan baik. Cuma tadi aku lihat tadi masih ada yang belum mau baca atau ngerjain. Jadi, mereka nunggu jawaban gitu. Mungkin besok kamu perlu memastikan mereka baca dan ngerjain. Atau coba aja kamu besok sering ngasih pertanyaan ke mereka. Mau ga mau mereka kan pasti merhatiin. Sama tadi masalah kamus, kebanyakan ga bawa. Jadi, lebih gantungan ke temen yang bawa. Kurasa memang seharusnya kadang langsung dibahas bersama. Lebih efektif-efisien.
P	: Nah, kalau pas gunain <i>comic strips</i> tadi?
K	: Banyak yang tertarik. Mungkin karena bergambar kali ya. Tapi, tadi masih ada beberapa anak yang masih bingung baca <i>comic strips</i> . Alurnya maksudnya.
P	: Iya, Nidh. Aku setuju. Ga semua anak bisa baca alur komik karena ga terbiasa. Mungkin besok aku akan lebih perhatiin lagi ke bagian itu. Ada yang perlu ditingkatkan lagi?
K	: Kurasa kamu harus sering muter. Jangan di bagian depan terus atau cuma di bagian tengah.
P	: Suaraku kedengaran sampai belakang?
K	: Kedengaran kok. Cuma mungkin bisa lebih keras lagi.
P	: Ya, semoga besok bisa lebih baik lagi.
K	: Huum. Pasti bisa.

INTERVIEW TRANSCRIPT	
Nomor	: IT.05
Hari, tanggal	: Senin, 28 April 2014
Responden	: P (Peneliti) S9 (Siswa 9) S8 (Siswa 8)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.S)
P	: Dek, tadi gimana pelajarannya?
S8	: Mudeng kok, Mbak. Dibahas satu per satu gitu. Ditanyain terus dikasih contoh. Jadi enak. Cuma tadi sempet ga konsen karena kadang yang belakang rame banget.
S9	: Lebih ngerti aja gitu, Mbak. Dulu <i>recount</i> kan juga dah belajar. Cuma sekarang tambah jelas.
P	: Ada kesulitan ga?
S9	: Ga ada sih, Mbak. Kata-kata di teks juga lumayan mudah.
P	: Gimana tadi dengan <i>comic strips</i> -nya?
S8	: Bagus, Mbak. Tapi cuma satu, Mbak?
P	: Besok kan masih ada lagi.
S9	: Besok pake lagi?
P	: Iya jelas. Enak pake <i>comic strips</i> ?
S8	: Huum, Mbak. Kan jadi ada bayangan apa yang terjadi dengan adanya gambar. Kadang susah bayangin isi cerita gitu. Dengan gambar yang ada ceritanya jadi

terbantu. Jadi ga cuma gambar satu doank, tapi ga kaya yang Mbak pake.
P : Ya udah, makasih ya, dek.
S8,9 : Sama-sama, Mbak.

INTERVIEW TRANSCRIPT

Nomor : IT.06
Hari, tanggal : Selasa, 29 April 2014
Responden : P (Peneliti)
K (Kolaborator)
Kegiatan : Interview selama pelaksanaan penelitian (DI.C)

P : Hari ini gimana, Nidh?
K : Lebih baik dari kemarin. Cuma ya itu. Siswanya susah-susah. Tapi, udah lebih mendingan, *sih*. Memang perlu diperhatikan aja merekanya. Udah lumayan pada aktif juga.
P : Terus apa lagi, Nidh?
K : Masalah kamus. Mereka masih *ngrusuhi* temennya. Kalau ga megang kamus, ya mereka ga ngerjain. Paling pol nulis kerjaan temen yang udah selesai.
P : Emang, Nidh. Susah nyuruh mereka pake kamus. Tapi, terlalu bergantung ma kamus juga kadang ga bagus juga. Mana kamus yang mereka pakai juga luar biasa. Masa *mat* itu artinya gila. Hahaha.
K : Iya e. Ya tugas guru ya memandu supaya mereka ga salah kalau lihat kamus. Hahaha.
P : Ga ada lagi yang kurang, Nidh?
K : Tingkatkan aja yang sekarang *sih*. Tadi gambarnya lebih simpel ya?
P : Iya, Nidh. Lebih simpel. Soalnya susah nyari *comic stripsnya*.
K : O iya, kelupaan. Tadi, kayanya kebanyakan *task*, jadi agak terburu-buru. Untung yang terakhir tetep selesai.
P : Aku juga ngrasa begitu. Makanya buat *cycle* kedua *tasknya* kubuat lebih sedikit tapi levelnya agak susah. Kasihan kalo kebanyakan. Takut mereka bosan juga.

INTERVIEW TRANSCRIPT

Nomor : IT.07
Hari, tanggal : Selasa, 29 April 2014
Responden : P (Peneliti)
S1 (Siswa 1)
Kegiatan : Interview selama pelaksanaan penelitian (DI.S)

P : Dek, Mbak mau nanya. Gimana tadi pelajarannya?
S1 : Lumayan mudeng, Mbak. Teksnnya juga mudah. Cuma tadi kok *comic stripsnya* simpel banget ya, Mbak?
P : Iyakah? Tadi ga kesusahan?
S1 : Ga sih. Cuma bingung *vocabularynya* aja. Terus tadi kebanyakan ngerjain, Mbak.
P : Iya, besok Mbak kurangi *tasknya*. Kalau buat *comic stripsnya*, di pertemuan selanjutnya, Mbak akan kasih yang lebih menarik dan banyak gambarnya. Sehingga lebih menarik.
S1 : Mbak, mbok sekali-kali diajarin lagu bahasa Inggris biar ga bete.
P : Mau nyanyi? Lha kadang kalau diajarin nyanyi, pada ga mau nyanyi. Emang mau

	diajarin nyanyi apaan? Mbak sendiri ga <i>update</i> lagu barat yang baru. Mbak rasa kalian malah lebih <i>update</i> .
S1	: Ya pake nyanyi apa gitu, Mbak. Biar ga bosan juga.
P	: Ya besok Mbak usahain, deh. Ya udah, makasih ya udah mau Mbak tanya-tanya.
S1	: Sama-sama, Mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.08
Hari, tanggal	: Senin, 12 Mei 2014
Responden	: P (Peneliti) K (Kolaborator)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.C)
P	: Hari ini agak susah ya, Nidh. Siswanya susah dikontrol sejak awal.
K	: Iya, kita baru datang aja, mereka ramai banget. Kamu butuh waktu buat nenangin mereka. Apalagi siswa yang cowok yang belakang tadi.
P	: Jadi, gimana hari ini, Nidh?
K	: Selain di awal masuk tadi, ga da masalah. Jika mereka mulai rame, cara kamu tadi yang sempat diam, cukup direspon baik. Mereka ngerti harus lebih tenang kalau mau dilanjut.
P	: Kadang negur juga malah tambah ramai, kan? Lainnya, Nidh?
K	: Mereka mulai aktif ikut serta. Apalagi ketika tadi teks yang agak panjang diterjemahkan barengan. Beberapa dari mereka malah sangat aktif. Jadi, mereka dah ngerti artinya duluan, tanpa kamu bantu.
P	: <i>Comic strips</i> nya sendiri gimana, Nidh?
K	: Menurutku bagus. Lebih kompleks dari yang kemarin. Teksnya juga lebih panjang. Mungkin besok, levelnya bisa dinaikin lagi. Aktivitasnya dengan gambar lebih ke <i>ordering</i> , ya?
P	: Iya, Nidh. Aku lebih ke <i>ordering</i> . Kurasa mereka bisa dituntun mampu memahami alur cerita, baik berdasar gambar maupun teks yang mereka baca. Gambar kan biar lebih mudah memahami aja dan biar menarik. Supaya mereka lebih mau baca aja.
K	: Besok pertemuan terakhir, ya? Semoga bisa lebih baik.
P	: Iya, Nidh. Besok pertemuan terakhir. Semoga lancar lah.

INTERVIEW TRANSCRIPT	
Nomor	: IT.09
Hari, tanggal	: Senin, 12 Mei 2014
Responden	: P (Peneliti) S10 (Siswa 10) S4 (Siswa 3) S11 (Siswa 11)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.S)
P	: Dek, tadi gimana pelajarannya? Bisa diikuti?
S4	: Ya gitulah, Mbak.
P	: Lha kok gitulah, Sugeng? Ga bisa diikuti po?
S10	: Bisa, Mbak. <i>Mung mau rada kesel ae</i> , Mbak. Jadi susah <i>le</i> konsentrasi.
P	: Tapi, bisa diikuti, kan? Mbak, jelas ga pas ngajar?
S11	: Lumayan, Mbak. Ya, tadi cuma pada rame banget.
P	: Tadi <i>comic strips</i> nya gimana?
S4	: Karena dibahas barengan tadi, jadi gampang, Mbak. Kalau mungkin suruh baca sendiri dulu, agak males bacanya soalnya teksnya agak panjang. Untung tadi dibaca

	bareng-bareng. Diartiin gitu. Gambarnya juga gampang dipahami. Jadi ngurutin berdasar teksnya ga terlalu bermasalah.
P	: Tapi suatu saat kalian kan juga bakal baca teks yang panjang sendiri, apalagi pas ulangan atau ujian.
S10	: <i>Sik</i> penting <i>iki mau diwaca bareng-bareng</i> , Mbak. <i>Le nggarap</i> ya berpasangan, jadi <i>luwih penak</i> . <i>Suk nggo gambar maneh</i> , Mbak?
P	: <i>Comic strips</i> ? Iya, besok pake lagi. Tapi, besok lebih kompleks. Tapi, Mbak yakin kalian bisa ngerjain kok. Ya sudahlah, makasih ya udah mau Mbak tanya-tanya.
S4	: Oke, Mbak.

INTERVIEW TRANSCRIPT	
Nomor	: IT.10
Hari, tanggal	: Selasa, 13 Mei 2014
Responden	: P (Peneliti) K (Kolaborator)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.C)
P	: Pertemuan terakhir tadi gimana menurut kamu, Nidhi?
K	: Secara umum sudah baik. Apalagi, kamu ngajak mereka nyanyi. Mereka cukup antusias meskipun lagunya sebenarnya mudah. Lagu memang cocok buat selingan.
P	: Kalau masalah <i>comic strips</i> nya sendiri?
K	: Menurutku, tingkat <i>task</i> yang terakhir tadi bener-bener kompleks. Dan menurutku satu pelajaran tadi buat ngerjain <i>task</i> itu aja kurang.
P	: Iya bener. Aku juga ngrasa kurang. Tapi, apa terlalu susah?
K	: Mungkin perintahnya yang kurang sedikit jelas. Jadi mereka sempet bingung. Mungkin harusnya kalimatnya diterjemahinnya jangan terlalu cepat. Dan tadi gambarnya ada yang mirip. Jadi mereka mungkin bingung urutannya.
P	: Kurasa memang terlalu kompleks. Aku tadinya pengen mereka bisa nentuin sendiri cerita beserta alur gambarnya. Tapi, mungkin karena kemampuan mereka masih kurang, jadi sulit.
K	: Tapi, tadi kulihat beberapa kelompok bisa mahamin cerita dan masangin dengan bener, kok. Cuma ada kelompok yang bener-bener bingung. Untung kamu tadi muter bantuin. Tapi, sedikit kelabakan, ya?
P	: Iya, memang kelabakan. Tapi, ya sudahlah. Buat pembelajaran di lain hari.
K	: Iya. Bener, buat pengalaman.

INTERVIEW TRANSCRIPT	
Nomor	: IT.11
Hari, tanggal	: Selasa, 13 Mei 2014
Responden	: P (Peneliti) S13 (Siswa 13) S12 (Siswa 12)
Kegiatan	: Interview selama pelaksanaan penelitian (DI.S)
P	: Gimana pertemuan terakhir tadi?
S12	: Yah, tadi terakhir ya, Mbak? <i>Mbok</i> Mbaknya ngajar di sini aja. Tapi, ngajar <i>skill</i> yang lain juga, ga cuma <i>reading</i> .
S13	: Iya, Mbak. <i>Mbok</i> di sini aja.
P	: Halah, kalian mau Mbak ngajar di sini karena biar bisa bebas, kan?
S12	: Hehehe. Lha minggu depan jadi tes, Mbak?
P	: Jadi. Ga susah kok. Kaya tes yang pertama, cuma teksnya beda. Oh ya, tadi

	gimana pelajarannya?
S13	: Enak, Mbak. Pake nyanyi. Lucu lagunya. Apalagi pas tadi <i>with a knick knack paddy whack</i> , pokoknya yang cepet tadi lho, Mbak. Asik.
P	: Ga pernah diajak nyanyi po?
S13	: Jarang, Mbak. Kan nyanyi bisa bikin suasana lebih sante, Mbak.
P	: Ya minta diajak nyanyi donk. O ya, tadi gimana <i>comic strips</i> nya.
S12	: Ya ampun, Mbak. Susah. Waktunya kurang. Harus <i>matching</i> , terus ngurutin. Gambarnya ada yang sama. Jadi agak bingung masanginnya. Apalagi ngurutinnya. Kalau tadi ga dibantu atau dikerjain satu kelompok, ga yakin bisa selesai.
P	: Susah, ya?
S13	: Iya, Mbak. Tapi ceritanya aku lumayan mudeng sih, Mbak.
P	: Enak belajar pake <i>comic strips</i> ?
S12	: Enak, Mbak kalau menurutku. Coba pelajaran dikasih yang menarik atau lucu gitu. Jadi semangat jadinya.
P	: Sekarang suka baca jadinya?
S13	: Lumayan sih. Lebih enak aja kalau ada gambarnya.
P	: Ya udah, lain kali minta dikasih gambar kalau pas bahasa Inggris. Ya, semoga penelitian ini berguna aja buat kalian. Ya sudah, Mbak pergi dulu. Makasih ya udah bantu Mbak.
S12,13	: Iya. Mbak. Sama-sama.

INTERVIEW TRANSCRIPT

Nomor	: IT.12
Hari, tanggal	: Senin, 19 Mei 2014
Responden	: P (Peneliti)
	GBI (Guru Bahasa Inggris)
Kegiatan	: Interview setelah pelaksanaan penelitian (A.I.T)
P	: Bu, saya baru saja selesai mengadakan post-test. Jadi, secara umum, saya sudah selesai mengadakan penelitian. Hanya tinggal interview anak-anak sekalian melengkapi apa yang harus saya laporkan ke Ibu.
GBI	: Maaf ya. Saya sama sekali ga masuk kelas. Jadi ga bisa memantau penelitiannya. Lha, gimana lagi. Saya harus fokus ke kelas IX.
P	: Gapapa, Bu. Lha kan memang ini tugas dari sekolah, Bu. Kebetulan masih ada kolaborator. Tapi, ya mungkin kurang bisa objektif karena kami ga pernah berhubungan langsung ma siswa di kelas.
GBI	: Ya, tapi karena Mbak setiap kali habis ngajar laporan ke saya, paling ga saya tahu masalah yang Mbak hadapi di kelas. Ya, dimaklumi saja. Anak-anak kemampuan bahasa Inggrisnya kan masih kurang.
P	: Iya Bu. Secara umum, masalah yang saya hadapi ya yang seperti saya laporkan ke Ibu. Ada kalanya mereka memang ga memperhatikan.
GBI	: Ya, mungkin karena pelajaran <i>reading</i> terus ada kalanya mereka bosan, Mbak. Jadi, kadang mereka susah diajak fokus. Apalagi, mereka selalu nganggep bahasa Inggris susah., ga cuma <i>reading</i> . Tapi, saya rasa, pakai media <i>comic strips</i> ini bisa jadi salah satu alternatif, Mbak. Mungkin lain kali, bisa saya coba di kelas.
P	: Iya, Bu. Anak-anak juga lumayan bisa diajak beraktifitas dengan <i>comic strips</i> . Ya, semoga saja berguna, Bu. O ya, Bu. Berarti saya tinggal nyerahin perangkat pembelajaran yang sudah direvisi ya, Bu?
GBI	: Iya, ya tinggal saya dikasih RPP dan perangkat pengajaran yang sudah diperbaiki. Sekalian analisis tesnya ya, Mbak. Tapi, ga usah terburu-buru, gapapa. Kalau semisal belum selesai atau susah cari waktu ke sekolah, nanti dikirim lewat email saja.

P	: Iya, Bu. Ya sudah, Bu. Saya pamit dulu. Terima kasih dah ngrepotin Ibu selama ini.
GBI	: Gapapa, Mbak. Ya, besok kalau ada apa-apa tinggal hubungi saya saja.
P	: Baik, Bu. Permisi.

INTERVIEW TRANSCRIPT

Nomor	: IT.13		
Hari, tanggal	: Senin, 19 Mei 2014		
Responden	: P (Peneliti)	S2 (Siswa 2)	S9 (Siswa 9)
	S1 (Siswa 1)	S8 (Siswa 8)	
Kegiatan	: Interview setelah pelaksanaan penelitian (A.I.S)		

P : Halo, halo. Gimana tadi? Bisa ngerjain tesnya?

S8 : Bisa, Mbak. Lumayan, sih.

P : Yakin dapet nilai bagus?

S1 : *Entuk elik ya rapapa*, Mbak. Nasib. Hahaha.

S2 : Mbak, abis ini udah ga ke sini lagi?

S9 : Paling cuma nyelesain urusan ama Bu Tavip. Jadi, ga masuk kelas kalian buat ngajar. Lak malah seneng to?

S8 : Yah, padahal belajar pake *comic strips* lumayan asik.

P : Lha kan besok bisa aja pakai itu kalau diajar Bu Tavip. O ya, ngomong-ngomong gimana selama ini belajar pake *comic strips*?

S9 : Bagus sih, Mbak. Buat variasi. Kadang bosen baca teks dari LKS yang gitu-gitu aja.

S8 : Lebih gampang, Mbak buat mahamin alur cerita. Kadang ga bisa bayangin ceritanya gimana. Kalau ada gambarnya kan enak. Oh, gini to ceritanya. Gitu.

S1 : Sayange gambare kurang, Mbak. Masa setiap pelajaran cuma 1.

P : Ya, dimaklumi, Dek. Kadang susah nyari yang pas buat pelajaran. Ya, mungkin lain kali Bu Tavip bisa make lebih banyak. Atau kalian nyoba gambar sendiri. Coba teks yang ada di buku pelajaran kalian gambar sendiri bentuknya *comic strips*, kan bagus.

S2 : Lha gambar aja ga bisa, Mbak.

P : Tapi, *overall*, suka pake *comic strips*? Membantu?

S9 : Cukup membantu, Mbak. Dan aku lebih suka daripada teks biasa.

P : Jadi sekarang suka baca? Mau baca bacaan bahasa Inggris?

S1 : *Nek ana gambare aku gelem*, Mbak. *Nek ora ana, ya engko dhisik*.

P : Materinya tentang *recount* udah mudeng?

S2 : Lha karena diulang-ulang, ya lumayan lah, Mbak. Semoga ga lupa.

P : Kalau belajar *reading* pake *comic strips* lagi, kalian mau?

S1 : *Gelem*, Mbak. Tapi, ya kui. Gambare ama ceritane harus menarik.

P : Hahaha. Kalian ini. Meskipun teks ga ada gambarnya, tetap harus kalian baca ya. Kan ga bisa ngandelin ada gambarnya tiap saat. Tapi, ya buat sekali-kali gapapa. Semoga aja ini bisa diterapkan lebih baik buat belajar. Ya udah, makasih ya. Mbak tak nyoba tanya-tanya ma anak-anak cowok di belakang. Makasih ya udah bantu, Mbak selama ini.

S1,2,,8,9: Sama-sama, Mbak. Lain kali ke sini lagi ya, Mbak.

INTERVIEW TRANSCRIPT			
Nomor	: IT.14		
Hari, tanggal	: Senin, 19 Mei 2014		
Responden	: P (Peneliti)	S4 (Siswa 4)	S (Siswa 10)
Kegiatan	: Interview setelah pelaksanaan penelitian (A.I.S)		
P	: Mbak, boleh nanya-nanya, ga?		
S4	: Kok aku lagi e, Mbak? <i>Mbok</i> yang lain aja.		
P	: Lha yang lain ga ada je. Pada ga di kelas. Cuma kalian berdua. Halah, Mbak cuma nanya dikit kok. Ini yang terakhir juga.		
S10	: Dah selesai to, Mbak? Udah ga ke sini?		
P	: Paling cuma buat nyelesain laporan. O ya, gimana pembelajaran pake <i>comic strips</i> selama ini?		
S4	: Lumayan sih, Mbak. Baca teksnya aja sebenarnya bisa mudeng. Tapi, kalo ada gambarnya itu, jadi lebih bisa ada bayangan gimana ceritanya.		
S10	: Tapi, gambare kurang, Mbak.		
P	: Pengennya tiap teks ada gambarnya?		
S10	: Kan <i>ben</i> gampang <i>mudenge</i> .		
P	: Hahaha. Masa pas ujian teks e ada gambare?		
S10	: Kan malah mempermudah to, Mbak?		
P	: Hahaha. Tapi suka?		
S4	: Lumayan. Sekali-kali gapapa, Mbak. Variasi. Cuma kalau baca terus tiap hari ya tetep bosen.		
P	: Maklumi aja, lha Mbak kan penelitiaane tentang <i>reading</i> . Materinya gimana?		
S4	: Sama aja kaya dulu. Tapi, karena tiap kali ditanya ciri-cirinya dan dipraktikin ke teks, jadi udah mulai terbiasa.		
P	: Oh gitu, kalau semisal diajar <i>reading</i> pake <i>comic strips</i> , mau?		
S10	: Nek aku mah <i>gelem-gelem ae</i> , Mbak. Asal gambare <i>ro</i> ceritane apik.		
P	: Ya, semoga dengan <i>comic strips</i> bisa bantu kalian belajar bahasa Inggris. Bahasa Inggris tu ga susah kok sebenere. Asal jangan mikir susah duluan. Niat ama usaha mau belajar, pasti gampang. Ya udah, gitu aja. Makasih dah mau tak tanya-tanya. Makasih juga, kalian dah bantu Mbak.		
S4	: Ya Mbak. Semoga cepet beres aja skripsine.		
P	: Makasih.		

APPENDIX C

COURSE GRIDS

**COURSE GRID FOR TEACHING AND LEARNING PROCESS OF READING
FOR GRADE VIII OF SMP NEGERI 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014**

Cycle I

Standard of Competence:

11. Understanding meaning of simple short essays in the forms of recount and narrative texts to interact with students' surroundings.

Basic Competence	Indicators	Learning Materials			Learning Activities	Comic strips
		Text	Grammar	Vocabulary		
Responding to meanings and rhetorical steps of simple short essays accurately, fluently and appropriately related to students' surroundings in the forms of recount and narrative texts	1. Listing unfamiliar words and finding the meanings from the recount text 2. Answering the questions based on the recount text 3. Identifying the generic structure and the linguistic features of the recount text 4. Arranging some parts of story based on the storyline of the comic strip given	<ul style="list-style-type: none"> Recount text (My Holiday) Purpose: telling the past events or experiences in the order they happened (chronologically) Generic structure: <ul style="list-style-type: none"> Orientation (setting/background information) Events (what happened chronologically) Re-orientation (the writer's comment about events happened) 	<ul style="list-style-type: none"> Simple Past Tense S + V2 e.g. - Last week I went to Mount Bromo. - The scenery was beautiful. Nouns and noun phrases e.g. a big garden, a small pool, the house Time connectives and conjunctions e.g. Then, after that, before Adverbs and adverbial phrases e.g. last week, in Probolinggo, under a big tree Adjectives e.g. big, small, beautiful 	<i>stayed, pool, scenery, horseback</i>	Meeting 1: BKOF - The students are introduced to the topic 'holidays' through some pictures. - The students read a recount text entitled My Holiday. - The students list unfamiliar words from the text and find the meanings. - In pairs, the students answer the comprehension questions in the form of short answer questions. MDOT - The teacher explains a material about a recount text, including the generic structure and the linguistic features. - The teacher and the students identify the generic structure and the linguistic features from the text they	

					<p>have read before.</p> <p>ICOT</p> <ul style="list-style-type: none"> - The students are given a comic strip about holidays with deer accompanied by a worksheet contained some random sentences described the comic strip. - Together with the teacher, the students read each random sentence which will be arranged as a story. <p>ICOT</p> <ul style="list-style-type: none"> - In pairs, the students arrange the sentences to make a good story based the story line of the comic strip given. 	<p>A Holiday with Deer</p>
	<ol style="list-style-type: none"> 1. Distinguishing a recount text with the other types of texts 2. Identifying the topic of a recount text 3. Finding the meanings of some vocabulary items 4. Labeling the generic structure of a recount text 5. Identifying the linguistic features of a recount text 6. Completing a recount text with some missing words on it (cloze task) 	<ul style="list-style-type: none"> • Recount text <ul style="list-style-type: none"> -Fishing for the First Time - Wrong Costume • Purpose: telling the past events or experiences in the order they happened (chronologically) • Generic structure: <ul style="list-style-type: none"> - Orientation (setting/background information) - Events (what happened chronologically) 	<ul style="list-style-type: none"> • Simple Past Tense S + V2 <p>e.g.</p> <ul style="list-style-type: none"> - Last week, my uncle asked me to go fishing with him in the river near his house. - I was excited because I had never gone fishing before. • Nouns and noun phrases <p>e.g. his house, a convenient place under a tree, our lunch box, the mat, the river</p> 	<p><i>Excited, convenient, equipment, mat, patiently, hook, slipped, slippery, mud</i></p>	<p><i>Meeting 2:</i></p> <p>BKOF</p> <ul style="list-style-type: none"> - The students are given four models of texts consisting descriptive, recount, narrative, and procedure texts. - The students are asked which one is a recount text and what the reason they choose it. - The students tell what the text is about. - The students find the meanings of some words from the text. - The students answer the questions of the 	

	7. Differentiating the true or false information based on a recount text	<ul style="list-style-type: none"> - Re-orientation (the writer's comment about events happened) 	<ul style="list-style-type: none"> Time connectives and conjunctions e.g. Then, after that Adverbs and adverbial phrases e.g. last week, in the river near his house, under a tree Adjectives e.g. excited, convenient, heavy 		<p>text about fishing for the first time.</p> <p><u>MDOT</u> - In pairs, the students label the parts of recount text they chose (the generic structure of the text). - The students identify the linguistic features of the recount text they face.</p> <p><u>JCOT</u> - Based on a comic strip about making tea for the first time, the students complete the text by choosing the answers from the box in pairs.</p> <p><u>ICOT</u> - The students differentiate that the statements in the task are true or not based on the text entitled 'Wrong Costume' individually.</p>	<div>Making Tea for the First Time</div>
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Cycle II

Standard of Competence:

11. Understanding meaning of simple short essays in the forms of recount and narrative texts to interact with students' surroundings.

Basic Competence	Indicators	Learning Materials			Learning Activities	Comic strips
		Text	Grammar	Vocabulary		
Responding to meanings and rhetorical steps of simple short essays accurately, fluently and appropriately related to students' surroundings in the forms of recount and narrative texts	1. Listing unfamiliar words and finding the meanings from the recount text 2. Answering the questions based on the recount text 3. Identifying the generic structure and the linguistic features of the recount text 4. Arranging some parts of story based on the storyline of the comic strip given	<ul style="list-style-type: none"> Recount text (Firecrackers) Purpose: telling the past events or experiences in the order they happened (chronologically) Generic structure: <ul style="list-style-type: none"> - Orientation (setting/background information) - Events (what happened chronologically) - Re-orientation (the writer's comment about events happened) 	<ul style="list-style-type: none"> Simple Past Tense S + V2 e.g. - When I was a kid, I had a friend who liked to play with firecrackers. - One of Bono's friends brought an empty biscuit can. Nouns and noun phrases e.g. a kid, firecrackers, the air Time connectives and conjunctions e.g. Then Adverbs and adverbial phrases e.g. in the field Adjectives e.g. excited, hard 	<i>firecrackers, can, covered, exploded, bounced up, impress, manure, splattered</i>	<p><i>Meeting 1:</i> <u>BKOF</u></p> <ul style="list-style-type: none"> - The students are asked whether they have fun experiences or not. - A student is pointed to share his/her fun experience. - The students read a recount text entitled Firecrackers. - The students find the meanings of some vocabulary from the text. - In pairs, the students answer the comprehension questions. <p><u>MDOT</u></p> <ul style="list-style-type: none"> - The students identify the generic structure and the linguistic features of the text. <p><u>JCOT</u></p> <ul style="list-style-type: none"> - The students are given a recount text entitled A Bee. - Together with the teacher, the students read the text. 	

					ICOT - In pairs, the students arrange the comic strip parts into a correct order based on the storyline of the text.	A Bee
	1. - Identifying the topic of a recount text 2. Listing unfamiliar words and finding the meanings from the recount text 3. Answering the questions based on the recount text 4. Identifying the generic structure and the linguistic features of the recount text 5. Matching the parts of comic strips with the most suitable description of each panel 6. Arranging the order of the comic strip and the descriptions into a good story	<ul style="list-style-type: none"> Recount text (Wrong Person) Purpose: telling the past events or experiences in the order they happened (chronologically) Generic structure: <ul style="list-style-type: none"> Orientation (setting/background information) Events (what happened chronologically) Re-orientation (the writer's comment about events happened) 	<ul style="list-style-type: none"> Simple Past Tense S + V2 e.g. - After I had my lunch, I went to the town square to watch a local singing contest. Nouns and noun phrases e.g. a really hot day, my lunch, the town square Time connectives and conjunctions e.g. After, then Adverbs and adverbial phrases e.g. Today, under a big tree Adjectives e.g. hot, local, embarrassing 	<i>Sunlight, avoid, boring, pinched, embarrassing</i>	Meeting 2: BKOF - The students are asked whether they have embarrassing experiences or not. - A student is pointed to share his/her embarrassing experience. - The students read the recount text about an embarrassing experience carefully. - The students list some unfamiliar words from the text and check the meanings. - The students answer the comprehension questions. MDOT - The students identify the generic structure and linguistic features of the text - The students sing a song entitled 'This Old Man' together.	

					<p><u>ICOT</u> - The students read some descriptions of a comic strip entitled Loosing My Tooth. - In groups of four, the students match the parts of comic strips with the most suitable description for each panel.</p> <p><u>ICOT</u> - The students arrange what they had matched before into a good order to make a good story by sticking them on the big paper.</p>	Loosing My Tooth
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APPENDIX D

LESSON PLANS

Lesson Plan

Cycle 1 – Meeting 1

School : SMP Negeri 2 Kalasan
 Lesson : English
 Class/Semester : VIII/ 2
 Text Type : Recount (Holidays)
 Time Allocation : 2 x 40 minutes

Standard of Competence :

Reading

11. Understanding meanings of simple short essays in the forms of recount and narrative texts to interact with students' surrounding

Basic Competence :

- 11.3. To respond meanings and rhetorical steps of simple short essays accurately, fluently, and appropriately related to students' surrounding in the forms of recount and narrative texts

Learning Objectives :

At the end of the lesson, students are able to recognize the rhetorical steps of recount and to state the ideas and the information from recount texts.

Indicators :

1. Listing unfamiliar words and finding the meanings from the recount text
2. Answering the questions based on the recount text
3. Identifying the generic structure and the language features of the recount text
4. Arranging some parts of story based on the storyline of the comic strip given

A. Learning Materials :

RECOUNT

A **recount** tells past events or experiences in the order they happened (chronologically). The purpose of this text is to inform or to entertain readers about what happened with someone in the past, for example what someone did in holiday, what embarrassing/exciting/sad experience someone had, etc.

 A recount consists of three main parts:

1. Orientation

Orientation can be said as a setting. It provides the background information. In orientation, you will know the answers of these questions:

- **Who** is involved in the story?
- **When** did the story happen?
- **Where** did it happen?
- **Why** did it happen?
- **What** kind of experience that happened? (in general)

2. Events

This part retells what happened in order (chronologically). In this part, there will be many events told shown in sequence. The events usually are connected with conjunctions or connectives like: *first, next, then, finally*, and so on.

3. Re-orientation (optional)

Re-orientation is actually optional but readers usually find it in the end of the text. It tells the writer's comment about the events that happened (usually it expresses what the writer felt towards the events described).

 The linguistic features of a recount can be presented as following:

1. Using nouns and pronouns to identify people, animals, or things involved
e.g. I, we, house, garden, mountain, etc
2. Using action verbs to refer to events
e.g. took, went, saw, rode
3. Using the past tense to locate events in relation to writer's time
e.g. went, rode, stayed
4. Using conjunctions and time connectives to sequence the events
e.g. after that, before
5. Using adverbs and adverbial phrases to indicate place and time
e.g. last week, in Probolinggo, under a big tree
6. Using adjectives to describe nouns
e.g. a big garden, colourful flowers

A sample of recount texts:

TITLE (OPTIONAL) **My Holiday**

ORIENTATION Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

EVENTS In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

RE-ORIENTATION We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

B. Teaching-Learning Method :

Four Phase Technique (Genre Based Approach)

C. Teaching Procedure :

1. Opening activities (5 minutes)
 - a. The teacher greets the students.
 - b. One of the students leads the prayer.
 - c. The teacher checks the students' presence.
 - d. The students respond to the teacher's question related to the last material they learnt before.
 - e. The teacher tells the objective of learning that day.
2. Main activities (70 minutes)
 - a. Building Knowledge of Field**
 1. The students are shown some pictures about holidays.
 2. The students are asked what they usually do in holidays.
 3. The students are given a recount text entitled My Holiday.

4. After being asked to read the text, the students list some words they do not know the meanings.
5. The teacher and the students find the meaning of the words.
6. The students are asked to answer the comprehension questions.
7. The students reveal their answer towards the questions and state the reason why they choose those answers.
8. The teacher gives feedback and guide if the students cannot answer those correctly.

b. Modelling and Deconstructing of Text

1. The students are given a material about a recount text, including the generic structure and the language features.
2. The teacher explains in details to make sure the students understand.
3. Using the text given before, the students and the teacher identify the generic structure and the language features.

c. Joint Construction of Text

1. The students are given a comic strip with some pieces of story panels accompanied by the worksheet.
2. The students read the story line of the comic strip.
3. Together with the teacher, the students read each random sentence which will be arranged as a story.

d. Independent Construction of Text

1. In pairs, the students arrange the sentences to make a good story based the story line of the comic strip given.
2. The students exchange their answer with their friends'.
3. Together with the teacher, the students check the right answers for the questions.

3. Closing activities (5 minutes)

- a. The teacher asks whether there are any difficulties about the material learnt that day.
- b. Together with the students, the teacher summarizes the lesson.
- c. The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- d. The teacher says good bye.

D. References :

1. Mukarto *et al.* 2007. *EOS for Junior High School Students Year VIII*. Jakarta: Erlangga
2. Priyatna, Jaka dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional
3. Raina Telgemeier (Goraina) webcomic : <http://goraina.com/webcomic/deer.html>

E. Assesment :

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
1. Arranging some sentences in order to be a good passage based on the sequence of comic strip given	Matching combined with ordering task	Pair work	Look at the comic strip. Then read the sentences and put them in a good order based on the comic strip sequence. (TASK 4) – look at the attachment

Assesment rubric:

Total score : $\frac{\text{correct asnwers}}{\Sigma n} \times 100\%$

Kalasan, April 2014

English Teacher

Researcher

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Learning Tasks

Task 1

Read the text carefully.

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Taken from: *Scaffolding English for Junior High School Students Grade VIII*, 2008, p.68)

Task 2

List the unfamiliar words you found from the text. Find their meanings.

- 1.
- 2.
- 3.
- 4.
- 5.

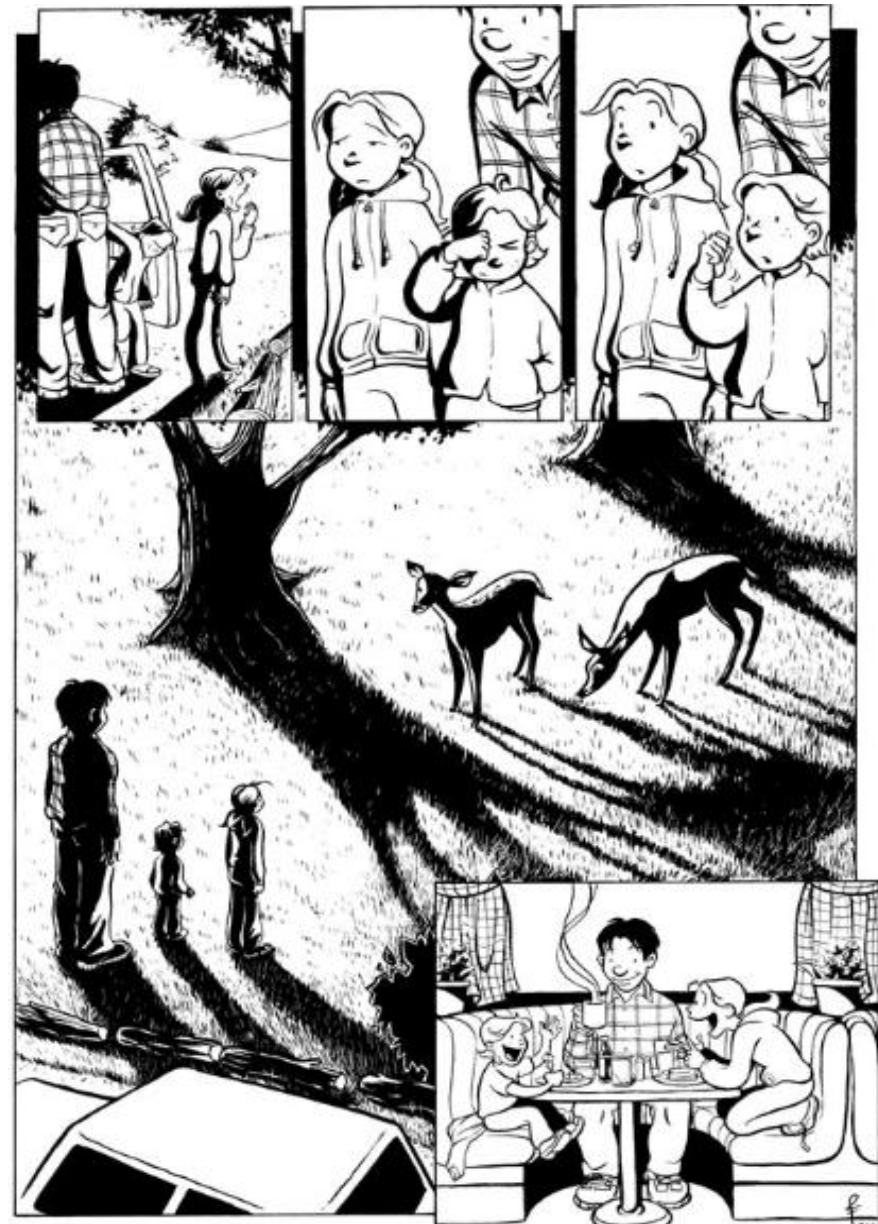
Task 3

Work in pairs. Answer the questions based on the text.

1. What is the topic of the text?
2. Who spent the holiday?
3. When did he spend the holiday?
4. Where did he spend the holiday?
5. What did he do when he spent the holiday?
6. What did he feel about his holiday?

Task 4

Look at the comic strip. Then read the sentences and put them in a good order based on the comic strip sequence.



(Pictures taken from: <http://goraina.com/webcomic/deer.html>)

A HOLIDAY WITH DEER

Then, we had breakfast together at a nearby restaurant.	
After that, he asked us to get dressed.	
Two deer were eating grass in front of us.	
One Sunday morning, my sister and I were still asleep in our bed.	
It was still early in the morning and we were still sleepy.	
Our father drove the car so fast through the town to the countryside.	
After reaching the place, our father woke us up and asked us to get off the car.	
The deer were so cute.	
We did not really wake up until we saw a very beautiful scene.	
That was a beautiful Sunday and we felt really happy.	
So, we felt asleep again in the car.	
Suddenly, our father woke us up and told us we would go to a beautiful place.	

Answer Keys

Task 3

1. The topic of the text is holiday.
2. The writer spent the holiday. ('I' on the text refers to the writer)
3. He spent the holiday last week.
4. He spent the holiday at Mount Bromo (Probolinggo, East Java).
5. When he spent the holiday, the writer saw Mount Batok. Then he rode on horseback. After that he went to get a closer look at the mount. He also took a rest and had lunch under a big tree. And the last one, he went to the zoo at Wonokromo.
6. He felt tired but he felt that the holiday was fun.

Task 4

Then, we had breakfast together at a nearby restaurant.	11
After that, he asked us to get dressed.	3
Two deer were eating grass in front of us.	9
One Sunday morning, my sister and I were still asleep in our bed.	1
It was still early in the morning and we were still sleepy.	4
Our father drove the car so fast through the town to the countryside.	6
After reaching the place, our father woke us up and asked us to get off the car.	7
The deer were so cute.	10
We did not really wake up until we saw a very beautiful scene.	8
That was a beautiful Sunday and we felt really happy.	12
So, we felt asleep again in the car.	5
Suddenly, our father woke us up and told us we would go to a beautiful place.	2

Lesson Plan

Cycle 1 – Meeting 2

School : SMP Negeri 2 Kalasan
 Lesson : English
 Class/Semester : VIII/ 2
 Text Type : Recount
 Time Allocation : 2 x 40 minutes

Standard of Competence :

Reading

11. Understanding meanings of simple short essays in the forms of recount and narrative texts to interact with students' surrounding

Basic Competence :

11.3. To respond meanings and rhetorical steps of simple short essays accurately, fluently, and appropriately related to students' surrounding in the forms of recount and narrative texts

Learning Objectives :

At the end of the lesson, students are able to recognize the rhetorical steps of recount and to state the ideas and the information from recount texts.

Indicators :

1. Distinguishing a recount text with the other types of texts
2. Identifying the topic of a recount text
3. Finding the meaning of some vocabulary items
4. Labelling the generic structure of a recount text
5. Identifying and the linguistic features of a recount text
6. Completing a recount text with some missing words on it (cloze task)
7. Differentiating the true or false information based on a recount text

A. Learning Materials :

RECOUNT

A **recount** tells past events or experiences in the order they happened (chronologically). The purpose of this text is to inform or to entertain readers about what happened with someone in the past, for example what someone did in holiday, what embarrassing/exciting/sad experience someone had, etc.

 A recount consists of three main parts:

1. Orientation

Orientation can be said as a setting. It provides the background information. In orientation, you will know the answers of these questions:

- **Who** is involved in the story?
- **When** did the story happen?
- **Where** did it happen?
- **Why** did it happen?
- **What** kind of experience that happened? (in general)

2. Events

This part retells what happened in order (chronologically). In this part, there will be many events told shown in sequence. The events usually are connected with conjunctions or connectives like: *first, next, then, finally*, and so on.

3. Re-orientation (optional)

Re-orientation is actually optional but readers usually find it in the end of the text. It tells the writer's comment about the events that happened (usually it expresses what the writer felt towards the events described).

 The linguistic features of a recount can be presented as following:

1. Using nouns and pronouns to identify people, animals, or things involved
e.g. I, we, house, garden, mountain, etc
2. Using action verbs to refer to events
e.g. took, went, saw, rode
3. Using the past tense to locate events in relation to writer's time
e.g. went, rode, stayed
4. Using conjunctions and time connectives to sequence the events
e.g. after that, before
5. Using adverbs and adverbial phrases to indicate place and time
e.g. last week, in Probolinggo, under a big tree
6. Using adjectives to describe nouns
e.g. a big garden, colourful flowers

A sample of recount texts:

TITLE (OPTIONAL) **My Holiday**

ORIENTATION Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

EVENTS In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

RE-ORIENTATION We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

B. Teaching-Learning Method :

Four Phase Technique (Genre Based Approach)

C. Teaching Procedure :

1. Opening activities (5 minutes)
 - a. The teacher greets the students.
 - b. One of the students leads the prayer.
 - c. The teacher checks the students' presence.
 - d. The students respond to the teacher's question related to the last material they learnt before.
2. Main activities (70 minutes)
 - a. **Building Knowledge of Field**
 1. The students are given four kinds of texts.
 2. The students differentiate the texts given.
 3. The students are asked which one is a recount text and what the reason they choose it.

4. The students tell what the text is about.
5. The students find the meanings of some words from the text.
6. The students are asked questions about the texts.
7. The students and the teacher check the meaning together.

b. Modelling and Deconstructing of Text

1. The students label the parts of recount text they chose (the generic structure of the text).
2. The students identify the linguistic features of a recount text they face.

c. Joint Construction of Text

1. In pairs, the students are given a comic strip accompanied by an incomplete text.
2. The students complete the text by choosing the answers from the box.
3. Some students are asked to present their answers in front of the class.
4. Together with the teacher, the students check the answers.

d. Independent Construction of Text

1. Working individually, each student is given a recount text entitled Wrong Costume.
2. The students find out the true or false statements in the task based on the text given.
3. Together with the teacher, the students check the right answers for the questions.

3. Closing activities (5 minutes)

- a. The teacher asks whether there are any difficulties about the material learnt that day.
- b. Together with the students, the teacher summarizes the lesson.
- c. The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- d. The teacher says good bye.

D. References :

1. Mukarto *et al.* 2007. *EOS for Junior High School Students Year VIII*. Jakarta: Erlangga
2. Priyana, Joko *et al.* 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional
3. Wardiman, Artono *et al.* 2008. *English in Focus for Grade VII Junior High School*. Jakarta: Pusat Perbukuan Departmen Pendidikan Nasional
4. Zaida, Nur. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Jakarta: Erlangga
5. Raina Telgemeier (Goraina) webcomic : <http://goraina.com/webcomic/to2tea.html>

E. Assesment :

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
1. Completing an incomplete recount text by choosing the right answer from the box	Cloze task	Pair work Written task	Work in pairs. Look at the comic strip below. Read the following text carefully. Then complete the missing words of the text by choosing the suitable word from the box. (TASK 4) – look at the attachment
2. Distinguishing true or false information based on the text given	True-false identification task	Individual Written task	Based on the text, find out whether the following statements are true or not. Write T [True] if the statement is true and F [False] if it is not. (TASK 6) – look at the attachment

Assesment rubric:

Total score : $\frac{\text{correct asnwers}}{\Sigma n} \times 100\%$

English Teacher

Kalasan, April 2014

Researcher

Hj. Tavip Zulaifah S.Pd
NIP: 196409271987032012

Fransisca Dita Puspita
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Learning Tasks

Task 1

Read some texts below carefully. Choose the one which is the recount text.

Text 1

Camping is a hobby of people of different ages. They usually go on camping on weekends or holidays. They live outside their house for one or more days. They bring food, clothes and other daily needs with them. They often bring some cooking utensils and cook their own food. They spend several days, or even weeks in a tent. They do a lot of activities, like fishing, swimming, watching birds and wildlife, and playing games.

Camping helps people free themselves from the stress of city life. They leave the city and move closer to the nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or sea nearby is a good exercise for the body.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 40*)

Text 2

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.

Thank God, I was safe even though I have mud all over my face. It was embarrassing!

(Taken from: *Scaffolding: English for Junior High School Students Grade VIII, 2008, p. 85*)

Text 3

Once upon a time, a lion had been hunting for days without catching anything to eat.

“It looks like I will go hungry again!” he thought.

Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “At last! Here is a delicious meal sitting waiting for me!”

He was about to catch the hare when a fine young deer trotted by. The lion thought, “Now there is an even better dinner!” he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away.

“What a fool I am!” the lion said as his empty stomach growled.

“It serves me right for losing the food that was almost mine, just for the chance of getting more!”

(Taken from: *Practice Your English Competence for SMP/MTs Class VIII*, 2009, p. 88)

Text 4

Scrapbook is a book with empty pages where you can stick pictures, newspaper articles, or other things you want to keep. You can use drawing books or you can make your own scrapbook by using HVS paper. Stick your HVS paper together with strong paper glue, use your creativity to create its cover.

These are some steps how to make scrapbook. First of all, prepare for about 10 sheets of HVS paper, paper glue 1, thick paper (for its cover), some stickers, pictures or other accessories. Step one, glue together all the HVS paper on its left side or on side. Glue it for about 2 cm on each side you choose (left or top). Step two, make the cover. Stick all the accessories you have chosen to the front cover then stick it to the HVS. Your scrapbook is ready to use.

(Taken from: *English in Focus* for grade VII Junior High School, 2008, p. 151)

Task 2

Find the meanings of the following words.

- | | | | |
|------------------------------|---|---------------------------------|---|
| 1. Scenery (<i>n</i>) | : | 6. Patiently (<i>adv</i>) | : |
| 2. Excited (<i>adj</i>) | : | 7. Hook (<i>n</i>) | : |
| 3. Convenient (<i>adj</i>) | : | 8. Slippery (<i>adj</i>) | : |
| 4. Equipment (<i>n</i>) | : | 9. Mud (<i>n</i>) | : |
| 5. Mat (<i>n</i>) | : | 10. Embarrassing (<i>adj</i>) | : |

Task 3

Read again the text you chose. Label the parts of the text.

Task 4

Work in pairs. Look at the comic strip below. Read the following text carefully. Then complete the missing words of the text by choosing the suitable word from the box.

MAKING TEA FOR THE FIRST TIME

(Picture taken from: <http://goraina.com/webcomic/to2tea.htm>)

the colour	enjoyed	stirred	the tea bag	hot
poured	a sugar block	smelled	drank	took

One day, when I was in grade one, I wanted to drink a glass of tea. At the time, it was the first time I made it by myself.

First, I (1) _____ a sachet of tea. After that, I prepared a glass and (2) _____ some hot water into it. I had to be careful because the water was very (3) _____. Then, I put (4) _____ in the glass and waited for the water to change (5) _____. Because I wanted to make my tea good, I put (6) _____. I (7) _____ the tea. I tried to smell the tea. It (8) _____ really good. Then, I (9) _____ it until there was nothing left.

I really (10) _____ the tea I had made by myself. It was so good and it made me so happy.

(Text created by: *Fransisca Dita*)

Task 5

Read the text carefully.

Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbour a week before. At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took two hours to get there. When we arrived, we saw many people who also joined the contest. After we examined more carefully, we realized that all of the contestants wore red and white costumes. Then, we asked the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend prepared a colourful gown. We were very desperate because we could not join the audition. After that, we went home sadly.

(Taken from: *Scaffolding: English for Junior High School Students Grade VIII, 2008, p.91*)

Task 6

Based on the text, find out whether the following statements are true or not. Write T [True] if the statement is true and F [False] if it is not.

1. The writer and her friend joined the singing audition last year. [.....]
2. The audition was held in their town. [.....]
3. The neighbour told them about the audition. [.....]
4. They had joined auditions for some times. [.....]
5. They arrived in the contest after 2 hours. [.....]
6. Many people who joined the contest wore colourful costumes. [.....]
7. The requirement to join the contest was wearing red and white costumes. [.....]
8. They failed to join the audition. [.....]
9. The writer and her friend won the contest. [.....]
10. They were excited when they went home. [.....]

Answer Keys

Task 1

Text 1 : Descriptive

Text 2 : Recount

Text 3 : Narrative

Text 4 : Procedure

Task 2

1. Pemandangan
2. Sangat gembira
3. Nyaman
4. Peralatan
5. Tikar
6. Dengan sabar
7. Kail/mata pancing
8. Licin
9. Lumpur
10. Memalukan

Task 3

ORIENTATION

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

EVENTS

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

EVENTS

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.

Thank God, I was safe even though I have mud all over my face. It was embarrassing!

RE-ORIENTATION

(Taken from: *Scaffolding: English for Junior High School Students Grade VIII*, 2008, p.

Task 4

1. Took
2. Poured
3. Hot
4. The tea bag
5. The colour
6. A sugar block
7. Stirred
8. Smelled
9. Drank
10. Enjoyed

Task 6

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. F
10. F

Lesson Plan

Cycle 2 – Meeting 1

School : SMP Negeri 2 Kalasan
 Lesson : English
 Class/Semester : VIII/ 2
 Text Type : Recount
 Time Allocation : 2 x 40 minutes

Standard of Competence :

Reading

11. Understanding meanings of simple short essays in the forms of recount and narrative texts to interact with students' surrounding

Basic Competence :

11.3. To respond meanings and rhetorical steps of simple short essays accurately, fluently, and appropriately related to students' surrounding in the forms of recount and narrative texts

Learning Objectives :

At the end of the lesson, students are able to recognize the rhetorical steps of recount and to state the ideas and the information from recount texts.

Indicators :

1. Identifying the topic of a recount text
2. Identifying the meanings of some unfamiliar words from a recount text
3. Answering the questions based on recount text
4. Identifying the generic structure and the linguistic features of a recount text
5. Arranging some parts of comic strips based on the storyline of the text given

A. Learning Materials :

RECOUNT

A **recount** tells past events or experiences in the order they happened (chronologically). The purpose of this text is to inform or to entertain readers about what happened with someone in the past, for example what someone did in holiday, what embarrassing/exciting/sad experience someone had, etc.

 A recount consists of three main parts:

1. Orientation

Orientation can be said as a setting. It provides the background information. In orientation, you will know the answers of these questions:


- **Who** is involved in the story?
- **When** did the story happen?
- **Where** did it happen?
- **Why** did it happen?
- **What** kind of experience that happened? (in general)

2. Events

This part retells what happened in order (chronologically). In this part, there will be many events told shown in sequence. The events usually are connected with conjunctions or connectives like: *first, next, then, finally*, and so on.

3. Re-orientation (optional)

Re-orientation is actually optional but readers usually find it in the end of the text. It tells the writer's comment about the events that happened (usually it expresses what the writer felt towards the events described).

 The linguistic features of a recount can be presented as following:

1. Using nouns and pronouns to identify people, animals, or things involved
e.g. I, we, house, garden, mountain, etc
2. Using action verbs to refer to events
e.g. took, went, saw, rode
3. Using the past tense to locate events in relation to writer's time
e.g. went, rode, stayed
4. Using conjunctions and time connectives to sequence the events
e.g. after that, before
5. Using adverbs and adverbial phrases to indicate place and time
e.g. last week, in Probolinggo, under a big tree
6. Using adjectives to describe nouns
e.g. a big garden, colourful flowers

A sample of recount texts:

TITLE (OPTIONAL) **My Holiday**

ORIENTATION Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

EVENTS In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

RE-ORIENTATION We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

B. Teaching-Learning Method :

Four Phase Technique (Genre Based Approach)

C. Teaching Procedure :

1. Opening activities (5 minutes)

- a. The teacher greets the students.
- b. One of the students leads the prayer.
- c. The teacher checks the students' presence.
- d. The students respond to the teacher's question related to the last material they learnt before.

2. Main activities (70 minutes)

a. Building Knowledge of Field

1. The students are asked whether they have fun experiences or not.
2. A student is pointed to share his/her fun experience.
3. The students are given a recount text entitled Firecrackers.
4. The students read the recount text carefully.
5. The students find the meanings of some vocabulary items from the text.

6. The students and the teacher check the meanings together.
7. In pairs, the students answer the comprehension questions.

b. Modelling and Deconstructing of Text

1. The students identify the generic structure and the linguistics features of the text.

c. Joint Construction of Text

1. The students are given a recount text entitled A Bee.
2. Together with the teacher, the students read the text.

d. Independent Construction of Text

1. After being able to understand the text, the students are given a set of comic strips which has been cut related to the text given before.
2. Still in pairs, the students arrange the comic strip parts into a correct order based on the storyline of the text.
3. The students submit their works.

3. Closing activities (5 minutes)

- a. The teacher asks whether there are any difficulties about the material learnt that day.
- b. Together with the students, the teacher summarizes the lesson.
- c. The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- d. The teacher says good bye.

D. References :

1. Raina Telgemeier (Goraina) webcomic : <http://goraina.com/webcomic/bee.html>
2. Zaida, Nur. 2009. *Practice Your English Competence for SMP/MTs Class VIII*. Jakarta: Erlangga

E. Assesment :

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
2. Rearranging some parts of comic strips in order based on the storyline of a recount text given	Ordering task	Pair work	<p>Based on the text you have read, put the parts of comic strip below into a good order. Write the number of order on the bracket.</p> <p>(TASK 5) – look at the attachment</p>

Assesment rubric:

Total score : $\frac{\text{correct asnwers}}{\Sigma n} \times 100\%$

English Teacher

Kalasan, Mei 2014

Researcher

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Learning Tasks

Task 1

Read the text carefully.

Firecrackers

When I was a kid, I had a friend who liked to play with firecrackers. His name was Bono.

One day, Bono and his friends were playing in the field. One of Bono's friends brought an empty biscuit can. He then covered the firecracker with the can and when the firecracker exploded, the can bounced up in the air. Bono's friends were all impressed and Bono got very excited. He wanted to impress his friends, too.

Not far from there, Bono saw a big piece of cow manure. He put a firecracker on it, which made the manure look like a birthday cake. When the firecracker exploded, the cow manure was splattered all around. When he turned around, his friends laughed at him so hard that he cried: the cow manure was all over his face!

(Taken from: *Practice Your English Competence for SMP/MTs Class VIII*, 2009, p. 50)

Task 2

Find the meanings of the following words.

1. Firecracker (*n*) :
2. Field (*n*) :
3. Can (*n*) :
4. Bounce up (*v*) :
5. Impressed (*adj*) :
6. Manure (*n*) :
7. Explode (*v*) :
8. Splatter (*v*) :

Task 3

Work in pairs. Answer the questions based on the text.

1. Who liked to play firecrackers?
2. Who had the idea of covering the firecracker with an empty biscuit can?
3. What happened to the can covering the firecracker?
4. What did Bono do to impress his friends?
5. What happened to Bono?

Task 4

Read the text carefully.

A BEE

Yesterday, when I was picking some flowers and singing my favourite song in my garden, I saw a bee flying. Suddenly, I remembered a moment when I saw a bee for the first time.

Two years ago, my friends and I found a bee on the ground. Shella asked Dina to pick it up but I asked to not do it. Dina was so brave. She put the bee on her hand and touched it. After that, she told me that the bee was so soft. I didn't believe her. Then Dina asked me to touch it but I was scared, so I ran away. That happened when I was in the first grade.

I still saw the bee near me. It was still flying but it went down on the ground. Because I was afraid it would sting me, I tried to stomp on it. I looked at the bee and it was dead. After that, I picked it up and put it on my right hand.

At first, I was worried the bee was still alive. I tried to be brave to touch it. Then, I touched it. The bee was so soft. I kept touching it.

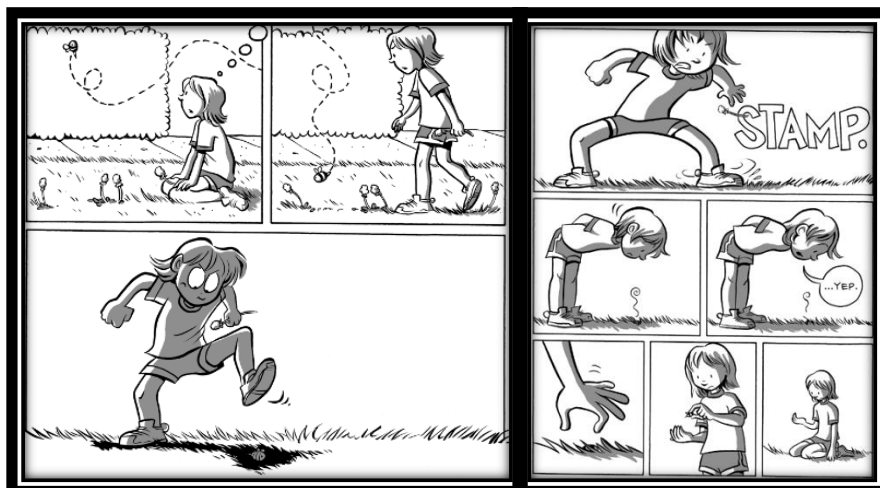
At the time, my mother was reading a newspaper and having her tea at home, when she heard me screaming loudly. I went home and cried. My mother asked me what happened. I hugged her and told her what made me crying.

Mom gave me a pack of ice to make my finger better. I grumbled because it hurt so much. My mother laughed at me because I stung my own finger with the bee I killed. I was really annoyed.

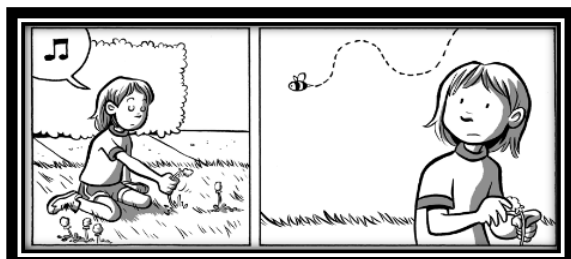
(Text created by: *Fransisca Dita*)

Task 5

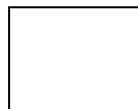
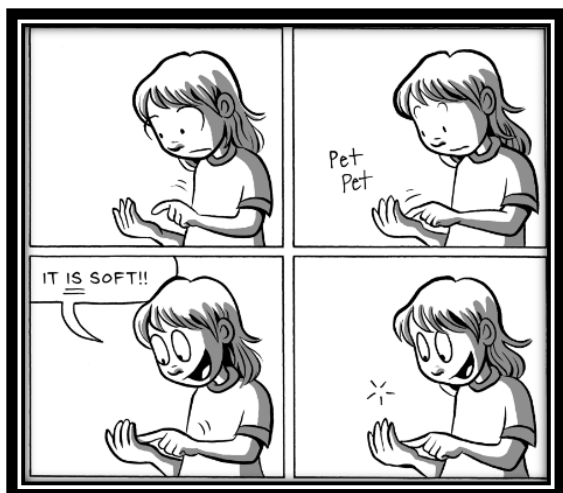
Based on the text you have read, put the parts of comic strip below into a good order. Write the number of order on the bracket.











(Pictures taken from: <http://goraina.com/webcomic/bee.html>)

Answer Keys

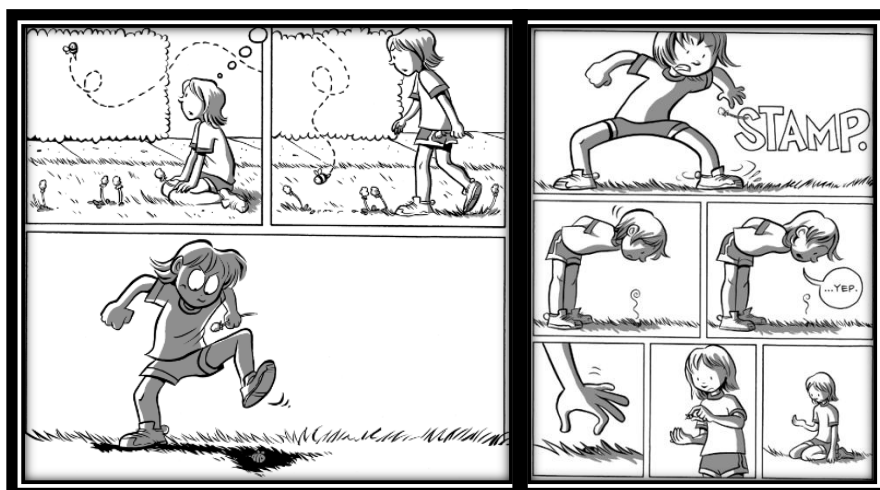
Task 2

1. Mercon/petasan
2. Lapangan/tanah lapang
3. Kaleng
4. Melambung
5. Terkesan
6. Pupuk kandang/kotoran hewan untuk pupuk
7. Meletus/meledak
8. Tersebar

Task 3 (Asked orally to help the students to understand the content and the structure of the text)

1. Bono liked to play firecrackers.
2. One of Bono's friends had the idea of covering the firecracker with an empty biscuit can.
3. The can covering the firecracker bounced up in the air.
4. Bono put a firecracker on cow manure and then exploded it to impress his friends.
5. Bono cried when his friends laughed at him because the cow manure was over his face.

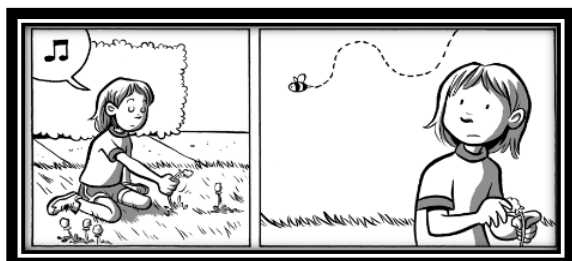
Task 4



3



5



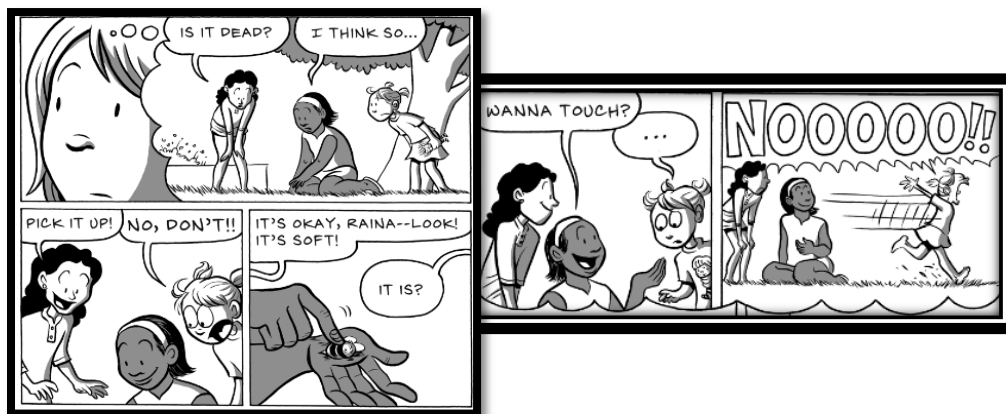
1



6



4



2

(Pictures taken from: <http://goraina.com/webcomic/bee.html>)

Lesson Plan

Cycle 2 – Meeting 2

School : SMP Negeri 2 Kalasan
 Lesson : English
 Class/Semester : VIII/ 2
 Text Type : Recount
 Time Allocation : 2 x 40 minutes

Standard of Competence :

Reading

11. Understanding meanings of simple short essays in the forms of recount and narrative texts to interact with students' surrounding

Basic Competence :

11.3. To respond meanings and rhetorical steps of simple short essays accurately, fluently, and appropriately related to students' surrounding in the forms of recount and narrative texts

Learning Objectives :

At the end of the lesson, students are able to recognize the rhetorical steps of recount and to state the ideas and the information from recount texts.

Indicators :

1. Identifying the topic of a recount text
2. Listing unfamiliar words and finding the meanings from the recount text
3. Answering the questions based on the recount text
4. Identifying the generic structure and the linguistic features of the recount text
5. Matching the parts of comic strips with the most suitable description for each panel
6. Arranging the order of the comic strip and the descriptions into a good story

A. Learning Materials :

RECOUNT

A **recount** tells past events or experiences in the order they happened (chronologically). The purpose of this text is to inform or to entertain readers about what happened with someone in the past, for example what someone did in holiday, what embarrassing/exciting/sad experience someone had, etc.

 A recount consists of three main parts:

1. Orientation

Orientation can be said as a setting. It provides the background information. In orientation, you will know the answers of these questions:

- **Who** is involved in the story?
- **When** did the story happen?
- **Where** did it happen?
- **Why** did it happen?
- **What** kind of experience that happened? (in general)

2. Events

This part retells what happened in order (chronologically). In this part, there will be many events told shown in sequence. The events usually are connected with conjunctions or connectives like: *first, next, then, finally*, and so on.

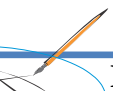
3. Re-orientation (optional)

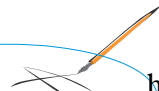
Re-orientation is actually optional but readers usually find it in the end of the text. It tells the writer's comment about the events that happened (usually it expresses what the writer felt towards the events described).

 The linguistic features of a recount can be presented as following:


1. Using nouns and pronouns to identify people, animals, or things involved
e.g. I, we, house, garden, mountain, etc
2. Using action verbs to refer to events
e.g. took, went, saw, rode
3. Using the past tense to locate events in relation to writer's time
e.g. went, rode, stayed
4. Using conjunctions and time connectives to sequence the events
e.g. after that, before
5. Using adverbs and adverbial phrases to indicate place and time
e.g. last week, in Probolinggo, under a big tree
6. Using adjectives to describe nouns
e.g. a big garden, colourful flowers

A sample of recount texts:


My Holiday

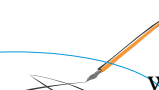


TITLE (OPTIONAL)



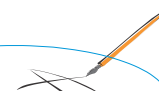
ORIENTATION

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.



EVENTS

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.



RE-ORIENTATION

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

B. Teaching-Learning Method :

Four Phase Technique (Genre Based Approach)

C. Teaching Procedure :

1. Opening activities (5 minutes)

- a. The teacher greets the students.
- b. One of the students leads the prayer.
- c. The teacher checks the students' presence.
- d. The students respond to the teacher's question related to the last material they learnt before.

2. Main activities (70 minutes)

a. Building Knowledge of Field

1. The students are asked whether they have embarrassing experiences or not.
2. The teacher tells her own embarrassing experience.
3. A student is pointed to share his/her embarrassing experience.
4. The students are given a recount text related to an embarrassing experience.

5. Together with the teacher, the students read the recount text given.
6. The students list some unfamiliar words from the text and check the meanings.
7. The students answer the comprehension questions.
8. Together with the teacher, the students check the correct answers.

b. Modelling and Deconstructing of Text

1. The students identify the generic structure and the linguistic features of the text.
2. Before the students do the next task, they sing a song entitled 'This Old Man' together.

c. Joint Construction of Text

1. The students are grouped into 8 groups, consisting four students.
2. The students are given a set of comic strip parts and some panels containing some sentences (the descriptions).
3. The students are asked to tell what they are going to do.
4. With the help of the teacher, the students read the sentences (randomly-because there are some parts).
5. The students match each part of comic strips with the most suitable description.

d. Independent Construction of Text

1. The students are given a big paper to do the task.
2. The students arrange the comic strips (and the sentences) into a good order to make a good story on the big paper.
3. Some groups present their work in front of the class.
4. The other students and the teacher check the works.

3. Closing activities (5 minutes)

- a. The teacher asks whether there are any difficulties about the material learnt that day.
- b. Together with the students, the teacher summarizes the lesson.

- c. The teacher motivates the students to keep learning and practicing their English in all aspects and skills.
- d. The teacher says good bye.

F. References :

1. Belajar Bahasa Inggris: inggrisdasar.blogspot.com/2012/11/my-embarrassing-experience.html?m=1
2. Raina Telgemeier (Goraina) webcomic : <http://goraina.com/webcomic/smile.html>

G. Assesment :

Indicator	Type of Activity/ Task	Technique of Task Delivery	Instrument
1. Matching some parts of comic strips with the most suitable panels of the story and arranging them in order.	Matching combined with ordering task	Group work of four	<p>Work in a group of four. Look at the comic strip. Read some parts of the story written in the panels. Match the panels with the most suitable cut of comic strips. Rearrange the combined comic strips in order so they will make a good story.</p> <p>(TASK 4 and 5) – look at the attachment</p>

Assesment rubric:

$$\text{Total score} : \frac{\text{correct asnwers}}{\Sigma n} \times 100\%$$

English Teacher

Kalasan, Mei 2014

Researcher

Hj. Tavip Zulaifah S.Pd
NIP: 196409271987032012

Fransisca Dita Puspita
NIM: 09202241033

Learning Tasks

Task 1

Read the text carefully.

Today was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone.

Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. Then, I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

(Taken from: inggrisdasar.blogspot.com/2012/11/my-embarrassing-experience.html?m=1)

Task 2

List the unfamiliar words you found from the text. Find their meanings.

- 1.
- 2.
- 3.
- 4.
- 5.

Task 3

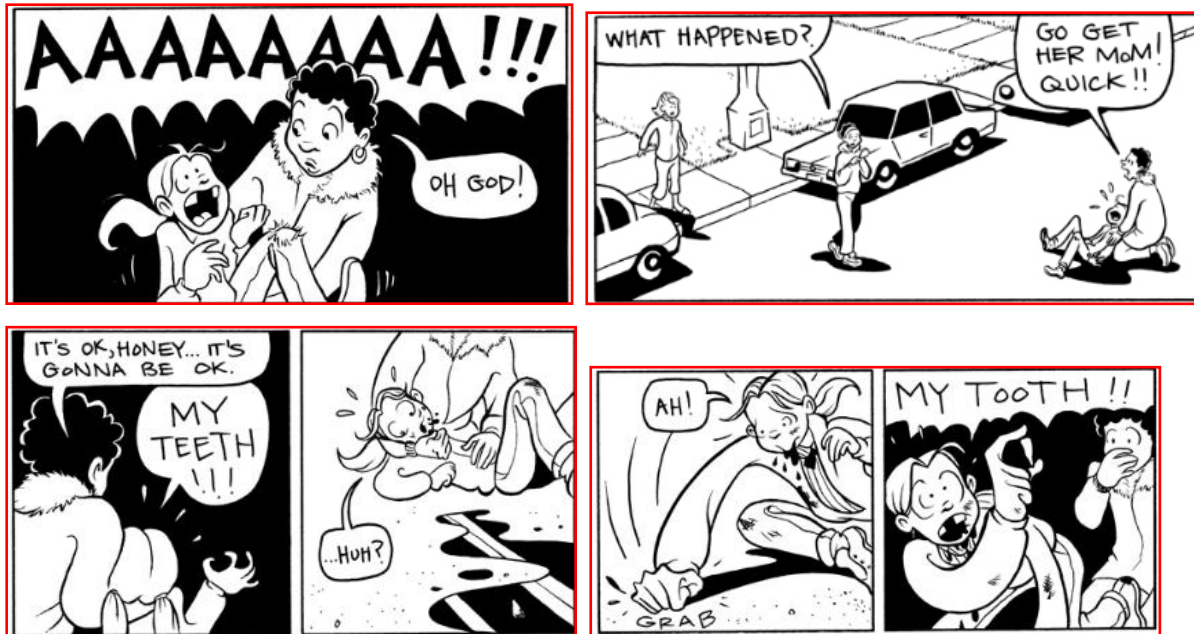
Answer the following questions based on the text you read.

1. What did the writer do in that day?
2. Why did the writer stay under a big tree?
3. Why did the writer go the contest?
4. What did the writer do to the young boy?
5. Is the young boy his classmate?

Task 4

Work in a group of four. Look at the comic strip. Read some parts of the story written in the panels. Match the panels with the most suitable cut of comic strips.

LOSING MY TOOTH



(Pictures taken from: <http://goraina.com/webcomic/smile.html>)

Last year, after celebrating one of my friends' birthday, Kelli's mother picked us up. She said she would get me home.

After arriving at home, I got off the car. Then, Kelly's mother asked Kelly and Melisa to walk together with me until I got the porch.

Melisa shouted that the last person who arrived at the porch was a rotten egg. She ran quickly, followed by Kelly. I was at the back of them. I asked them to wait for me.

Then, I tried to run after them.

I tried to grab Kelly's hoodie. At first, I thought I was successful, but actually I did not. I was tripped by my own leg.

Kelly was still running and did not know that I fell down.

After some minutes, she turned her head to me. Then, she realized what happened to me.

I tried to get up. After that, I checked my own hands and legs. I was relieved there was nothing broken.

Then, I realized something. Blood came out from my mouth.

I was checking what was wrong with my mouth, when Kelly's mother got off from the car and approached me. She asked whether I was okay.

I screamed loudly when I found that my tooth were broken. She was surprised.

Kelly and Melisa approached me and asked what happened. Then, Kelly's mother asked them to get my mom.

She also try to comfort me because I felt very sad losing my tooth. When I turned my head to my right side, I found something.

That was my tooth! Then I took it. It was really embarrassing for losing my own tooth.

(Text created by: *Fransisca Dita*)

Task 5

Rearrange the combined comic strips in order so they will make a good story.

Song: This Old Man (lyrics)

This Old Man

This old man

He played **(One)***

He played knick-knack [**on my thumb**]*

With a knick-knack paddywhack, give a dog a bone

This old man came rolling home

* (----) [-----]

One – on my thumb

Two – on my shoe

Three – on my knee

Four – on my door

Five – on my hive

Six – on my stick

Seven – up in heaven

Eight – on my gate

Nine – on my spine

Ten – once again

Answer Keys

Task 3

1. The writer went to the town square to watch a local singing contest.
2. The writer stayed under a big tree to avoid the strong sunlight.
3. The writer went to the contest because he wanted to avoid a boring time at home.
4. The writer pinched the young boy a little and called his name.
5. No, he did not.

Task 4 and Task 5



Last year, after celebrating one of my friends' birthday, Kelli's mother picked us up. She said she would get me home.



After arriving at home, I got off the car. Then, Kelly's mother asked Kelly and Melisa to walk together with me until I got the porch.



Melisa shouted that the last person who arrived at the porch was a rotten egg. She ran quickly, followed by Kelly. I was at the back of them. I asked them to wait for me.



Then, I tried to run after them.



I tried to grab Kelly's hoodie. At first, I thought I was successful, but actually I did not. I was tripped by my own leg.



Kelly was still running and did not know that I fell down.



After some minutes, she turned her head to me. Then, she realized what happened to me.



I tried to get up. After that, I checked my own hands and legs. I was relieved there was nothing broken.



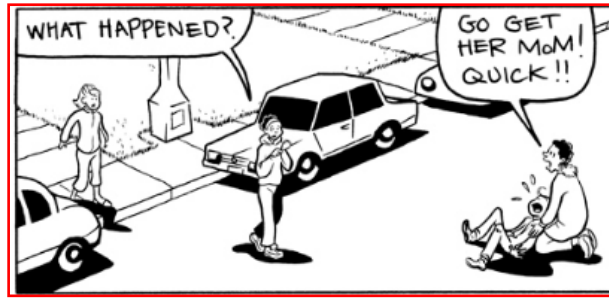
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I screamed loudly when I found that my tooth were broken. She was surprised.



Kelly and Melisa approached me and asked what happened. Then, Kelly's mother asked them to get my mom.



She also try to comfort me because I felt very sad losing my tooth. When I turned my head to my right side, I found something.



That was my tooth! Then I took it. It was really embarrassing for losing my own tooth.

THE COMIC STRIPS ARE PRINTED BIGGER, SO DO THE PANELS OF THE STORY.

APPENDIX E

PRE-TEST AND

POST-TEST

PRE-TEST GUIDELINE**(Table of Specification)****Based on the Revision of Bloom's Taxonomy**

No	Indicator	Cognitive Skills					
		Rem	Und	App	Ana	Eva	Cre
1.	Finding the topic of the passage		16, 21, 31, 41				
2.	Identifying the implicit or explicit main idea of a certain paragraph				5, 29, 32, 47		
3.	Deducing the meaning of unfamiliar word used in the passage		7, 20, 25, 28, 30, 43, 50				
4.	Making inferences		6, 19, 27, 39, 42				
5.	Understanding references				4, 9, 18, 23, 38, 45		
6.	Identifying the specifically stated detail or information	1, 2, 3, 14, 17, 22, 26, 33,34, 46, 48, 49					
7.	Critical reading					8, 15, 24, 40, 44	
8.	Applying the correct word to complete a certain passage			12, 13, 36, 37			
9.	Re-arranging some sentences or paragraphs into a good passage in order			11			
10.	Identifying the writer's purpose		10, 35				

READING TEST PROTOTYPE (PRE-TEST)

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Read the following text to answer questions 1-5.

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on the left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, "No, Adi. I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

(Taken from: *Mandiri Practise Your English Competence SMP Kelas VIII, 2009, p.48*)

1. Where did the event take place?

A. In a living room	C. At a bookstore
B. In a classroom	D. At a stationery

2. What things did the writer get from his teacher?

A. a pencil, sharpener, and a teacher's hand	C. a pencil and sharpener
B. a big smile and laugh	D. a sharpener

3. Why did the writer fail to insert the pencil into the hole?

A. Because he could not find the hole.	C. Because his hands were trembling.
B. Because the pencil was dull.	D. Because he was sick.

4. "I quickly took it and ..." (paragraph 2)
 The underlined word refers to

A. the pencil	C. the writer's pencil
B. the sharpener	D. the teacher's hand

5. What is the main idea of the second paragraph?
- A. The writer did the task nervously.
 - B. The writer missed his friends.
 - C. The writer felt embarrassed for the second time.
 - D. The writer's friends are happy.

Read the following text to answer questions 6-10.

Last week I went to my sister's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at them angrily. They did not pay any attention and kept talking. Finally, I turned round again and said angrily that I couldn't hear a word.

To my surprise they told me that it was none of my business. I thought they did not understand. What I was trying to say was that I couldn't hear the drama, not their conversation.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 205*)

6. What do you think about the writer's personality?
- A. He gets angry easily.
 - B. He is kind.
 - C. He is patient.
 - D. He is shy.
7. "....., I tried to concentrate on the performance." (paragraph 2)
The synonym of the underlined word is
- | | |
|----------|-----------|
| A. see | C. look |
| B. focus | D. ignore |
8. Which of the following statements is correct?
- A. The writer's sister was in her school drama performance.
 - B. The writer enjoyed the drama.
 - C. Two children behind the writer were sleeping.
 - D. The writer wanted listening the children's conversation.
9. "So I turned my head and looked at them angrily." (paragraph 2)
The underlined word refers to
- A. the readers
 - B. the writer and two children
 - C. the writer and his sister
 - D. two children

10. What is the purpose of the text?
- To tell readers about the writer's fun experience.
 - To persuade readers to do something.
 - To inform readers about someone's biography.
 - To tell readers how to make something.

Arrange the sentences below into a good paragraph to answer question 11.

- We left our house to the railway station at about 5 o'clock in the morning.
- Finally our train came. We rushed to get on the train.
- Last Lebaran, my family and I went to our hometown. We decided to take a train.
- It took about 5 hours to get to our hometown. We enjoyed our journey.
- We took a carriage number 3 according to our tickets.
- But our train was late, so we had to wait for fifteen minutes.
- After finding our seats, we sat comfortably.
- We arrived at the station at six.

(Taken from: *TOPS. 2009, p. 56*)

11. The correct order to make a good paragraph is
- 3-1-8-5-6-7-2-4
 - 3-8-1-6-2-5-7-4
 - 3-1-8-6-2-5-7-4
 - 3-8-1-5-7-2-6-4

Read the following text and fill the blanks with the correct verb form to answer questions 12 and 13. For questions 14-16, answer the comprehension questions.

Last month, my family and I (12) _____ to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we (13) _____ along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same things. I made sand castles with my sister. Meanwhile, my brother collected some sea shells.

I was so happy and really enjoyed that day.

(Adapted from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 99*)

- 12.
- | | |
|---------|---------|
| A. goes | C. went |
| B. gone | D. go |
- 13.
- | | |
|------------|----------|
| A. walked | C. walk |
| B. walking | D. walks |
14. Where did the writer and his family go last month?
- | | |
|----------|-------------|
| A. Zoo | C. Mountain |
| B. Beach | D. Temple |
15. Which of the following statements is not true?
- A. The writer wanted to refresh his mind.
- B. The writer built sand castles with his sister.
- C. The writer was really happy.
- D. The writer and his family arrived at the beach in the afternoon.
16. What is the best title for the story?
- | | |
|------------------------|------------------------------|
| A. Sunbathing | C. How to Enjoy Your Holiday |
| B. Making Sand Castles | D. Going to the Beach |

Read the following text to answer questions 16-20.

Bali, January 24, 2014

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Every day the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write to me soon, okay?

Regards

Nadira

(Taken from: *English in Focus*, 2008, p. 99)

17. Who was infected by dengue fever?
- A. Paula
B. The doctor
C. Nadira
D. The reader
18. “At first, I felt my body became weak....” (paragraph 2)
The underlined word refers to
- A. Nadira’s
B. Paula’s
C. The reader’s
D. The doctor’s
19. How many days did she stay at the hospital?
- A. Three days
B. Thirty days
C. Seven days
D. Six days
20. “Now, I’m okay and because of my **illness**,” (paragraph 4)
The bold word has similar meaning with
- A. health
B. disease
C. medicine
D. high temperature

Read the following text to answer questions 21-25.

It was my grandpa’s birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa’s favorite color. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote ‘Happy Birthday’ on it. After that, we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a ‘Happy Birthday’ song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

(Taken from: <http://englishjuniorhighschool.blogspot.com/2012/05/my-grandpas-birthday-it-was-my-grandpas.html>)

21. What is the topic of the text?
- A. Buying a present
B. Making a birthday cake
C. Shopping at the mall
D. Celebrating grandpa’s birthday

22. On what day did the writer make a birthday cake?
- | | |
|-----------|-------------|
| A. Sunday | C. Monday |
| B. Friday | D. Saturday |
23. “After that, we put some chocolate and a candle on the top of the cake.”
The underlined word refers to
- A. The grandpa and the writer
B. The sister, the brother and the writer
C. The sister and the brother
D. The uncle and the aunt
24. The statements below are true, *except*
- A. The writer wrote ‘Happy Birthday’ on the birthday cake.
B. The grandpa received a nice shirt as his birthday present.
C. The present was wrapped using a black paper.
D. The writer’s grandpa liked the present.
25. “He told us that he liked the present, and he was very **happy**.”
The antonym of the bold word is
- | | |
|------------|------------|
| A. sad | C. annoyed |
| B. excited | D. angry |

Read the following text to answer questions 26-30.

I have a terrible experience related to tsunami. I experienced it once and I hope it will be the last one.

At 6.30, I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, “Tsunami!”. I thought it was joke. But, then I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we had been hit by a train.

Through the window, we could see people floating by holding onto whatever they could. A boy was clinging to a piece of lumber. It was a nightmare for every one of us.

Our family was fortunate, and I’m not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, “We’re not living at the beach. We’re going to live in the mountains.”

(Adapted from: TOPS, 2009, p. 38)

26. When did the tsunami happen?
- | | |
|---------------------|---------------------------|
| A. In the morning | C. In the middle of night |
| B. In the afternoon | D. Long time ago |

27. What is the writer in the text?

- | | |
|--------------|-----------------|
| A. A teacher | C. A lumberjack |
| B. A student | D. A farmer |

28. “.....when I noticed that my shoes were filthy.” (paragraph 2)

The underlined word can be replaced by

- | | |
|-----------|----------|
| A. broken | C. clean |
| B. new | D. dirty |

29. What is the main idea of paragraph 2?

- A. The tsunami struck the writer’s house.
- B. The writer nearly went to school.
- C. The writer did not want to live at beach anymore.
- D. People floated when the tsunami happened.

30. “Our family was **fortunate**.” (paragraph 4)

The antonym of the bold word is

- | | |
|------------|---------------|
| A. joyful | C. famous |
| B. unlucky | D. prosperous |

Read the following text to answer questions 31-35.

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we straight to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach, started by exploring the beach and the sea using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We came back to Cirebon at 04.00 p.m. It was impossible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

(Taken from: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount.html>)

31. What is the topic of the text?
- | | |
|---------------------------------|----------------------|
| A. Staying at a Friend's House | C. Diving at the Sea |
| B. Touring to Pangandaran Beach | D. Having a Bad Day |
32. What is the main idea of the fourth paragraph?
- A. The writer and his friends had a lunch.
 B. The writer and his friends explored Pangandaran beach.
 C. The writer and his friends rode their motorbikes for five hours.
 D. The writer and his friend stayed at their friend's house.
33. When did they leave Pangandaran Beach?
- | | |
|---------------|---------------|
| A. 09.00 a.m. | C. 04.00 p.m. |
| B. 07.00 p.m. | D. 02.00 p.m. |
34. Where did they stay after leaving Pangandaran Beach?
- | | |
|-----------------------------------|----------------------------|
| A. In hotel in Pangandaran Beach. | C. In their friend's house |
| B. In their own house. | D. In the beach. |
35. What is the purpose of the text?
- A. to describe something
 B. to show readers how to make something
 C. to persuade readers to do something
 D. to tell readers about someone's personal experience

Read the following text and fill the blanks with the correct verb form to answer questions 36 and 37. For questions 38-40, answer the comprehension questions.

.....
 Last week, Ayu and Siska did a science project at school. They did this project to show that hot air always rises. Before they started, they prepared a balloon, a bottle and a bucket full of hot water. First, they (36) _____ up the balloon. Then, they let the air out from the balloon. After that, they put the balloon to cover the top of the bottle. Finally, they put the bottle in the bucket that was full of hot water. As a result, the air in the bottle got hotter and (37) _____ into the balloon.

 (Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 92*)

- 36.
- | | |
|---------|------------|
| A. blew | C. blowing |
| B. blow | D. blows |
- 37.
- | | |
|---------|-----------|
| A. rise | C. risen |
| B. rose | D. rising |

38. “**They** did this project to show that hot air always rises.”

The bold word refers to

- A. the writer
- B. Ayu and Siska
- C. the readers
- D. the writer and the readers

39. How many are the steps to show that hot air always rises?

- A. three steps
- B. five steps
- C. six steps
- D. four steps

40. The statements below are false, *except*.....

- A. The project needed a balloon, a bottle and a bucket full of cold water.
- B. The hot air would rise the balloon.
- C. The cold air would rise the balloon.
- D. The first step to do was letting the air out from the balloon.

Read the following text to answer questions 41-45.

Thomas Alva Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.

He was born in Milan, Ohio, in 1847. In 1854, his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing and arithmetic.

In 1862, Edison saved a boy from being run over a train. The boy's father operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Thomas Alva Edison died in 1931. When he died, all electric current in the country was turned off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspiration."

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 173*)

41. What is the text about?

- A. The biography of Thomas Alva Edison
- B. The Edison's inventions
- C. The love story of Thomas Alva Edison
- D. The invention of telegraph

42. How old was Edison when he died?
- | | |
|-----------------|-----------------|
| A. 84 years old | C. 83 years old |
| B. 74 years old | D. 93 years old |
43. "As a result, he became partially deaf." (paragraph 2)
The synonym of the underlined word is
- | | |
|-------------------|--------------------|
| A. unable to move | C. unable to see |
| B. unable to hear | D. unable to taste |
44. Which of the following statements is correct?
- A. Edison was taught by her mother.
B. Edison invented the telegraph.
C. Because of an accident, Edison was deaf.
D. When Edison died, all electric current was turned on.
45. "As thanks, the father taught Edison" (paragraph 3)
The underlined word refers to
- | | |
|------------------------|------------------------|
| A. Edison's father | C. The reader's father |
| B. The writer's father | D. The boy's father |

Read the following text to answer questions 46-50.

Last year, I left New Zealand for Bunaken Island. It was the first time I went to Bunaken. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures underwater.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was enjoyable. This place is so impressive with its marine life.

(Adapted from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 103*)

46. Where did the writer come from?
- | | |
|---------------|--------------------|
| A. New York. | C. New Zealand. |
| B. Australia. | D. Bunaken Island. |
47. What is the main idea of the third paragraph?
- A. The writer went to Bunaken Island with a group of New Zealand divers.
B. The writer got a general briefing about diving.
C. The writer dove and identified fish.
D. The trip was enjoyable.

48. With whom did the writer go to Bunaken Island?
 A. His colleagues
 B. Indonesian people
 C. A group of New Zealand divers
 D. His family
49. What did they need to be able to identify the tiny fish?
 A. A diver
 B. A book of marine life
 C. Internet
 D. A good guide
50. "This place is so **impressive** with its marine life." (paragraph 4)
 The bold word can be replaced by
 A. ugly
 B. unattractive
 C. average
 D. imposing

ANSWER KEYS (PRE-TEST PROTOTYPE)

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 11. B | 21. D | 31. B | 41. A |
| 2. C | 12. C | 22. D | 32. B | 42. B |
| 3. C | 13. A | 23. B | 33. C | 43. A |
| 4. D | 14. B | 24. C | 34. C | 44. D |
| 5. C | 15. D | 25. A | 35. D | 45. A |
| 6. A | 16. D | 26. A | 36. A | 46. C |
| 7. B | 17. C | 27. B | 37. B | 47. C |
| 8. A | 18. A | 28. D | 38. B | 48. C |
| 9. D | 19. C | 29. A | 39. D | 49. D |
| 10. A | 20. B | 30. B | 40. B | 50. D |

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.938	1.000	0.669	A	0.000	-9.000	-9.000	*
					B	0.938	1.000	0.669	
					C	0.000	-9.000	-9.000	
					D	0.031	-0.463	-0.187	
					other	0.031	-1.000	-0.744	
2	0-2	0.969	1.000	0.744	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.969	1.000	0.744	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
3	0-3	0.813	0.516	0.356	A	0.156	-0.039	-0.026	*
					B	0.000	-9.000	-9.000	
					C	0.813	0.516	0.356	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
4	0-4	0.750	0.756	0.555	A	0.188	-0.231	-0.159	*
					B	0.000	-9.000	-9.000	
					C	0.031	-0.692	-0.280	
					D	0.750	0.756	0.555	
					other	0.031	-1.000	-0.744	
5	0-5	0.344	0.333	0.258	A	0.125	-0.260	-0.162	*
					B	0.219	0.021	0.015	
					C	0.344	0.333	0.258	
					D	0.281	0.161	0.121	
					other	0.031	-1.000	-0.744	
6	0-6	0.719	0.725	0.544	A	0.719	0.725	0.544	*
					B	0.000	-9.000	-9.000	
					C	0.188	-0.261	-0.180	
					D	0.031	-0.692	-0.280	
					other	0.063	-1.000	-0.519	
7	0-7	0.969	1.000	0.744	A	0.000	-9.000	-9.000	*
					B	0.969	1.000	0.744	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	

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8	0-8	0.844	0.848	0.560	A	0.844	0.848	0.560	*
					B	0.063	0.062	0.031	
					C	0.063	-0.661	-0.336	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
9	0-9	0.781	0.895	0.639	A	0.031	-0.405	-0.164	*
					B	0.125	-0.397	-0.247	
					C	0.031	-0.348	-0.141	
					D	0.781	0.895	0.639	
					other	0.031	-1.000	-0.744	
10	0-10	0.688	0.851	0.650	A	0.688	0.851	0.650	*
					B	0.031	0.111	0.045	
					C	0.156	-0.191	-0.126	
					D	0.094	-0.801	-0.460	
					other	0.031	-1.000	-0.744	
11	0-11	0.656	0.556	0.431	A	0.656	0.556	0.431	*
					B	0.063	0.094	0.048	
					C	0.188	-0.246	-0.169	
					D	0.031	-0.348	-0.141	
					other	0.063	-1.000	-0.519	
12	0-12	0.844	0.949	0.626	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.844	0.949	0.626	
					D	0.125	-0.476	-0.296	
					other	0.031	-1.000	-0.744	
13	0-13	0.688	0.840	0.642	A	0.688	0.840	0.642	*
					B	0.094	-0.125	-0.072	
					C	0.031	-0.807	-0.326	
					D	0.094	-0.415	-0.238	
					other	0.094	-0.897	-0.515	
14	0-14	0.906	0.753	0.432	A	0.000	-9.000	-9.000	*
					B	0.906	0.753	0.432	
					C	0.000	-9.000	-9.000	
					D	0.063	0.029	0.015	
					other	0.031	-1.000	-0.744	

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15	0-15	0.781	0.594	0.424	A	0.188	-0.171	-0.118	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.781	0.594	0.424	
					other	0.031	-1.000	-0.744	

16	0-16	0.406	0.085	0.067	A	0.000	-9.000	-9.000	
					B	0.063	0.029	0.015	
					C	0.500	0.233	0.186	?
					D	0.406	0.085	0.067	*
					other	0.031	-1.000	-0.744	
17	0-17	0.906	0.728	0.418	A	0.031	0.054	0.022	
					B	0.031	0.054	0.022	
					C	0.906	0.728	0.418	*
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
18	0-18	0.906	1.000	0.626	A	0.906	1.000	0.626	*
					B	0.063	-0.431	-0.219	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
19	0-19	0.938	1.000	0.669	A	0.031	-0.463	-0.187	
					B	0.000	-9.000	-9.000	
					C	0.938	1.000	0.669	*
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
20	0-20	0.031	-0.348	-0.141	A	0.688	0.771	0.589	?
					B	0.031	-0.348	-0.141	*
					C	0.063	0.094	0.048	
					D	0.125	-0.809	-0.504	
					other	0.094	-0.560	-0.321	
21	0-21	0.938	1.000	0.636	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.031	-0.348	-0.141	
					D	0.938	1.000	0.636	*
					other	0.031	-1.000	-0.744	

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22	0-22	0.813	0.876	0.604	A	0.125	-0.397	-0.247	
					B	0.031	-0.348	-0.141	
					C	0.000	-9.000	-9.000	
					D	0.813	0.876	0.604	*
					other	0.031	-1.000	-0.744	
23	0-23	0.781	0.950	0.678	A	0.094	-0.101	-0.058	
					B	0.781	0.950	0.678	*
					C	0.063	-0.858	-0.436	
					D	0.031	-0.405	-0.164	
					other	0.031	-1.000	-0.744	
24	0-24	0.813	0.666	0.459	A	0.094	-0.318	-0.183	
					B	0.063	0.029	0.015	
					C	0.813	0.666	0.459	*
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	

25	0-25	0.844	0.798	0.526	A	0.844	0.798	0.526	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.125	-0.299	-0.186	
					other	0.031	-1.000	-0.744	
26	0-26	0.969	1.000	0.744	A	0.969	1.000	0.744	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
27	0-27	0.938	1.000	0.736	A	0.000	-9.000	-9.000	
					B	0.938	1.000	0.736	*
					C	0.031	-0.692	-0.280	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
28	0-28	0.500	0.273	0.218	A	0.219	0.008	0.005	
					B	0.000	-9.000	-9.000	
					C	0.219	0.049	0.035	
					D	0.500	0.273	0.218	*
					other	0.063	-1.000	-0.519	

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		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.438	0.206	0.164	A	0.438	0.206	0.164	*
					B	0.438	0.176	0.139	
					C	0.031	-0.692	-0.280	
					D	0.063	0.226	0.115	
					other	0.031	-1.000	-0.744	
30	0-30	0.719	0.402	0.301	A	0.125	0.074	0.046	
					B	0.719	0.402	0.301	*
					C	0.031	0.111	0.045	
					D	0.063	-0.267	-0.136	
					other	0.063	-1.000	-0.519	
31	0-31	0.969	1.000	0.744	A	0.000	-9.000	-9.000	
					B	0.969	1.000	0.744	*
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
32	0-32	0.813	0.816	0.563	A	0.094	-0.222	-0.127	
					B	0.813	0.816	0.563	*
					C	0.063	-0.431	-0.219	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
33	0-33	0.406	0.502	0.396	A	0.281	-0.031	-0.023	
					B	0.156	-0.056	-0.037	
					C	0.406	0.502	0.396	*
					D	0.125	-0.201	-0.125	
					other	0.031	-1.000	-0.744	

34	0-34	0.375	0.397	0.311	A	0.094	-0.294	-0.169	*
					B	0.063	-0.037	-0.019	
					C	0.375	0.397	0.311	
					D	0.438	0.083	0.066	
					other	0.031	-1.000	-0.744	
35	0-35	0.813	0.681	0.470	A	0.063	-0.365	-0.186	*
					B	0.031	0.169	0.068	
					C	0.063	-0.168	-0.086	
					D	0.813	0.681	0.470	
					other	0.031	-1.000	-0.744	

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		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.094	0.406	0.233	A	0.094	0.406	0.233	*
					B	0.188	0.084	0.058	
					C	0.531	0.233	0.186	
					D	0.156	-0.224	-0.148	
					other	0.031	-1.000	-0.744	
37	0-37	0.250	0.019	0.014	A	0.188	0.400	0.275	?
					B	0.250	0.019	0.014	
					C	0.031	-0.348	-0.141	
					D	0.500	0.101	0.081	
					other	0.031	-1.000	-0.744	
38	0-38	0.594	0.227	0.179	A	0.063	-0.628	-0.319	*
					B	0.594	0.227	0.179	
					C	0.063	0.193	0.098	
					D	0.250	0.299	0.219	
					other	0.031	-1.000	-0.744	
39	0-39	0.344	0.486	0.377	A	0.063	0.127	0.065	*
					B	0.406	0.127	0.100	
					C	0.156	-0.477	-0.315	
					D	0.344	0.486	0.377	
					other	0.031	-1.000	-0.744	
40	0-40	0.438	0.442	0.351	A	0.344	0.091	0.071	*
					B	0.438	0.442	0.351	
					C	0.094	-0.270	-0.155	
					D	0.094	-0.198	-0.113	
					other	0.031	-1.000	-0.744	
41	0-41	0.438	0.493	0.392	A	0.438	0.493	0.392	*
					B	0.125	-0.417	-0.260	
					C	0.406	0.054	0.043	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	
42	0-42	0.063	0.291	0.148	A	0.719	0.533	0.400	?
					B	0.063	0.291	0.148	
					C	0.188	-0.321	-0.221	
					D	0.000	-9.000	-9.000	
					other	0.031	-1.000	-0.744	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics								
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key				
43	0-43	0.281	0.317	0.237	A	0.281	0.317	0.237	*				
					B	0.563	0.255	0.203					
					C	0.063	0.062	0.031					
					D	0.063	-0.694	-0.352					
					other	0.031	-1.000	-0.744					
44	0-44	0.656	0.282	0.218	A	0.125	0.132	0.082	*				
					B	0.094	0.189	0.108					
					C	0.094	-0.198	-0.113					
					D	0.656	0.282	0.218					
					other	0.031	-1.000	-0.744					
45	0-45	0.656	0.414	0.320	A	0.656	0.414	0.320	*				
					B	0.094	-0.294	-0.169					
					C	0.125	0.015	0.009					
					D	0.094	0.140	0.081					
					other	0.031	-1.000	-0.744					
46	0-46	0.719	0.713	0.535	A	0.063	0.029	0.015	*				
					B	0.125	-0.437	-0.272					
					C	0.719	0.713	0.535					
					D	0.063	-0.201	-0.102					
					other	0.031	-1.000	-0.744					
47	0-47	0.219	0.281	0.201	A	0.063	-0.595	-0.302	?				
					B	0.625	0.413	0.323					
					CHECK THE KEY			C		0.219	0.281	0.201	*
					C was specified, B works better			D		0.063	-0.300	-0.152	
								other		0.031	-1.000	-0.744	
48	0-48	0.813	0.561	0.387	A	0.063	0.259	0.131	*				
					B	0.063	-0.431	-0.219					
					C	0.813	0.561	0.387					
					D	0.031	-0.004	-0.001					
					other	0.031	-1.000	-0.744					
49	0-49	0.219	0.254	0.181	A	0.031	0.111	0.045	*				
					B	0.594	0.196	0.155					
					C	0.125	-0.142	-0.089					
					D	0.219	0.254	0.181					

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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file pre.txt

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Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
50	0-50	0.281	0.257	0.193	A	0.125	-0.378	-0.235	
					B	0.031	-0.692	-0.280	
					C	0.531	0.426	0.339	?
					D	0.281	0.257	0.193	*
					other	0.031	-1.000	-0.744	
	CHECK THE KEY								
	D was specified, C works better								

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Item analysis for data from file pre.txt

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There were 32 examinees in the data file.

Scale Statistics

scale:	0
N of Items	50
N of Examinees	32
Mean	32.063
Variance	59.871
Std. Dev.	7.738
Skew	-2.443
Kurtosis	6.951
Minimum	0.000
Maximum	41.000
Median	34.000
Alpha	0.887
SEM	2.603
Mean P	0.641
Mean Item-Tot.	0.429
Mean Biserial	0.602

Items discarded: 1, 2, 7, 8, 14, 17, 18, 19, 20, 21, 26, 27, 31, 36 and 37

Items revised: 3, 5, 9, 15, 22, 24, 25, 32, 34, 35, 40, 44, 45 and 47

PRE-TEST GUIDELINE**(Table of Specification)****Based on the Revision of Bloom's Taxonomy**

No	Indicator	Cognitive Skills					
		Rem	Und	App	Ana	Eva	Cre
1.	Finding the topic of the passage		11, 26				
2.	Identifying the implicit or explicit main idea of a certain paragraph				3, 17, 19, 32		
3.	Deducing the meaning of unfamiliar word used in the passage		15, 16, 18, 28, 35				
4.	Making inferences		4, 24, 27				
5.	Understanding references				2, 5, 13, 23, 30		
6.	Identifying the specifically stated detail or information	1, 12, 20, 21, 31, 33, 34					
7.	Critical reading					10, 14, 25, 29	
8.	Applying the correct word to complete a certain passage			8, 9			
9.	Re-arranging some sentences or paragraphs into a good passage in order			7			
10.	Identifying the writer's purpose		6, 22				

READING TEST (PRE-TEST)

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Read the following text to answer questions 1-3.

One day, my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil on my right hand and the sharpener on the left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!"

I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave her right hand to me. I quickly took it and shook her hand. But then she said, "No, Adi. I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me.

I was so embarrassed.

(Taken from: *Mandiri Practise Your English Competence SMP Kelas VIII, 2009, p.48*)

1. Why was the writer unsuccessful in inserting the pencil into the hole?
 - A. Because he could not find the hole.
 - B. Because he was nervous.
 - C. Because his hands were trembling.
 - D. Because his hand was sweating.

2. "I quickly took it and ..." (paragraph 2)
 The underlined word refers to
 - A. the teacher's pencil
 - B. the teacher's sharpener
 - C. the writer's pencil
 - D. the teacher's hand

3. From the second paragraph, we can tell that....
 - A. The writer did the task nervously.
 - B. The writer felt embarrassed for the second time.
 - C. The writer missed his friends.
 - D. The writer's friends were happy.

Read the following text to answer questions 4-6.

Last week I went to my sister's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at them angrily. They did not pay any attention and kept talking. Finally, I turned round again and said angrily that I couldn't hear a word.

To my surprise they told me that it was none of my business. I thought they did not understand. What I was trying to say was that I couldn't hear the drama, not their conversation.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 205*)

4. What do you think about the writer's personality?
 - A. He gets angry easily.
 - B. He is thoughtful.
 - C. He is patient.
 - D. He is shy.

5. "So I turned my head and looked at them angrily." (paragraph 2)
 The underlined word refers to
 - A. the readers
 - B. the writer and two children
 - C. the writer and his sister
 - D. two children

6. What is the purpose of the text?
 - A. To tell readers about the writer's fun experience.
 - B. To persuade readers to do something.
 - C. To inform readers about someone's biography.
 - D. To tell readers how to make something.

Arrange the sentences below into a good paragraph to answer question 7.

1. We left our house to the railway station at about 5 o'clock in the morning.
2. Finally our train came. We rushed to get on the train.
3. Last Lebaran, my family and I went to our hometown. We decided to take a train.
4. It took about 5 hours to get to our hometown. We enjoyed our journey.
5. We took a carriage number 3 according to our tickets.
6. But our train was late, so we had to wait for fifteen minutes.
7. After finding our seats, we sat comfortably.
8. We arrived at the station at six.

(Taken from: *TOPS. 2009, p. 56*)

7. The correct order to make a good paragraph is

- A. 3-8-1-6-2-5-7-4
- B. 3-1-8-5-6-7-2-4
- C. 3-1-8-6-2-5-7-4
- D. 3-8-1-5-7-2-6-4

Read the following text and fill the blanks with the correct verb form to answer questions 8 and 9. For questions 10 and 11, answer the comprehension questions.

Last month, my family and I (8) _____ to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we (9) _____ along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same things. I made sand castles with my sister. Meanwhile, my brother collected some sea shells.

I was so happy and really enjoyed that day.

(Adapted from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 99*)

8.

- A. goed
- B. gone
- C. went
- D. go

- 9.
- | | |
|------------|----------|
| E. walked | B. walk |
| A. walking | C. walks |
10. Which of the following statements is not true?
- A. The writer wanted to refresh his mind.
 B. Many people sunbathed.
 C. Many children played with sand and balls.
 D. The writer and his family arrived at the beach in the afternoon.
11. What is the best title for the story?
- | | |
|--------------------------|-------------------------|
| A. Playing at the Beach | C. Enjoying the Holiday |
| B. Building Sand Castles | D. Going to the Beach |

Read the following text to answer questions 12-15.

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color. On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful birthday cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and a candle on the top of the cake. On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

(Taken from: <http://englishjuniorhighschool.blogspot.com/2012/05/my-grandpas-birthday-it-was-my-grandpas.html>)

12. The writer made a birthday cake on....
- A. Sunday
 B. Friday
 C. Monday
 D. Saturday
13. "After that, we put some chocolate and a candle on the top of the cake."
 The reference for the underlined word is....
- A. The grandpa and the writer
 B. The sister, the brother and the writer
 C. The sister and the brother
 D. The uncle and the aunt

14. Which of the following statements is not true?
- A. The writer wrote 'Happy Birthday' on the birthday cake.
 - B. The grandpa received a shirt as his birthday present.
 - C. The present was wrapped using a black paper.
 - D. The writer's grandpa liked the present.
15. "He told us that he liked the **present**, and he was very happy."
- The bold word can be replaced by
- A. award
 - B. gift
 - C. offering
 - D. grant

Read the following text to answer questions 16-18.

I have a terrible experience related to tsunami. I experienced it once and I hope it will be the last one.

At 6.30, I went dressed as usual. I was about leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, I heard somebody yelled, "Tsunami!". I thought it was joke. But, then I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we had been hit by a train.

Through the window, we could see people floating by holding onto whatever they could. A boy was clinging to a piece of lumber. It was a nightmare for every one of us.

Our family was fortunate, and I'm not nervous about tsunamis anymore. But when my family wanted to move to another town, I told my mother, "We're not living at the beach. We're going to live in the mountains."

(Adapted from: TOPS, 2009, p. 38)

16. ".....when I noticed that my shoes were filthy." (paragraph 2)
- The underlined word can be replaced by
- A. broken
 - B. muddy
 - C. clean
 - D. dirty
17. What is the main idea of paragraph 2?
- A. The writer nearly went to school.
 - B. The tsunami struck the writer's house.
 - C. The writer did not want to live at beach anymore.
 - D. People floated when the tsunami happened.

18. "Our family was **fortunate**." (paragraph 5)

The antonym of the bold word is

- A. joyful
- B. unlucky
- C. famous
- D. prosperous

Read the following text to answer questions 19-22.

The tour to Pangandaran Beach started on holiday last semester. We decided to go to Pangandaran Beach by our motorbike. That was very interesting tour. Riding a motorbike from my hometown, Cirebon, to Pangandaran Beach with my best friends made me feel exited.

The tour to Pangandaran Beach began at 09.00 a.m. in the morning and it took 5 hours riding to Pangandaran Beach. There were so many story that my friends and I got when we were in the tour such as there was my friend who got lost, ran out of fuel in the middle of jungle, and so forth. But it was interesting, because it was the first moment that I ever had in touring.

We arrived at Pangandaran Beach at 02.00 p.m. and we straight to move to the beach. At beach we just lied down there to stretch our muscle because of 5 hours riding. We also had a lunch there by eating some foods that we brought from Cirebon. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach, started by exploring the beach and the sea using rented boat. Then we went to dive by renting some diving equipment. We could see many coral there. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to Cirebon.

We came back to Cirebon at 04.00 p.m. It was impossible to ride in the night, so we just decided to stay over in our friend house in Ciamis and we started to come back in the morning. That was very nice experience that I and my friends ever had. We would never forget that moment.

(Taken from: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount.html>)

19. From the fourth paragraph, we can tell that....

- A. The writer and his friends explored Pangandaran beach.
- B. The writer and his friends had a lunch.
- C. The writer and his friends rode their motorbikes for five hours.
- D. The writer and his friend stayed at their friend's house.

20. When did they leave Pangandaran Beach?

- A. 09.00 a.m.
- B. 07.00 p.m.
- C. 04.00 p.m.
- D. 02.00 p.m.

21. After leaving Pangandaran Beach, where did they stay?
- A. In hotel in Pangandaran Beach.
 - B. In their own house.
 - C. In their friend's house
 - D. At the beach.
22. The writer's purpose to write this kind of text is....
- A. to describe something
 - B. to show readers how to make something
 - C. to persuade readers to do something
 - D. to tell readers about someone's personal experience

Read the following text to answer questions 23-25.

.....
 Last week, Ayu and Siska did a science project at school. They did this project to show that hot air always rises. Before they started, they prepared a balloon, a bottle and a bucket full of hot water. First, they blew up the balloon. Then, they let the air out from the balloon. After that, they put the balloon to cover the top of the bottle. Finally, they put the bottle in the bucket that was full of hot water. As a result, the air in the bottle got hotter and rose the balloon.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 92*)

23. “**They** did this project to show that hot air always rises.”
 The bold word refers to
- A. the writer and the readers
 - B. the readers
 - C. Ayu and Siska
 - D. the students and the teacher
24. How many are the steps to show that hot air always rises?
- A. three steps
 - B. five steps
 - C. six steps
 - D. four steps
25. The statements below are not true, *except*.....
- A. The project needed a balloon, a bottle and a bucket full of cold water.
 - B. The hot air would rise the balloon.
 - C. The cold air would rise the balloon.
 - D. The first step to do was letting the air out from the balloon.

Read the following text to answer questions 26-30.

Thomas Alva Edison was one of the greatest inventors of all time. He lived from 1847 until 1931.

He was born in Milan, Ohio, in 1847. In 1854, his family moved to Port Huron, Michigan. When he was 12, he got very sick. As a result, he became partially deaf. He attended school for only three months there. So, his mother taught him reading, writing and arithmetic.

In 1862, Edison saved a boy from being run over a train. The boy's father operated a telegraph machine. As thanks, the father taught Edison how to operate the telegraph. Later, Edison made improvement to the telegraph.

In 1876, Edison started the first industrial research laboratory at Menlo Park, New Jersey. One of his inventions is the long-lasting light bulb.

Thomas Alva Edison died in 1931. When he died, all electric current in the country was turned off.

Although he did not have enough formal education and was deaf, he became a famous inventor. Once he said, "Genius is one percent inspiration and ninety-nine percent perspiration."

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 173*)

26. What is the text about?

- A. The biography of Thomas Alva Edison
- B. The Edison's inventions
- C. The love story of Thomas Alva Edison
- D. The greatest invention

27. How old was Edison when he died?

- | | |
|-----------------|-----------------|
| A. 84 years old | C. 83 years old |
| B. 74 years old | D. 64 years old |

28. "As a result, he became partially deaf." (paragraph 2)

The synonym of the underlined word is

- | | |
|-------------------|--------------------|
| A. unable to move | C. unable to see |
| B. unable to hear | D. unable to taste |

29. The following statements are not true, *except*....

- A. Edison was the first inventor of the telegraph.
- B. Edison was taught reading, writing and arithmetic by his mother.
- C. Because of an accident, Edison was deaf.
- D. All electric current was turned on when Edison died.

30. "As thanks, the father taught Edison" (paragraph 3)

The underlined word refers to

- | | |
|------------------------------|-----------------|
| A. The boy's saved by Edison | C. Edison's |
| B. The writer's | D. The reader's |

Read the following text to answer questions 31-35.

Last year, I left New Zealand for Bunaken Island. It was the first time I went to Bunaken. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures underwater.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was enjoyable. This place is so impressive with its marine life.

(Adapted from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 103*)

31. Where did the writer come from?

- | | |
|---------------|--------------------|
| A. New York. | C. New Zealand. |
| B. Australia. | D. Bunaken Island. |

32. From the third paragraph, we can tell that....

- A. The writer dove and identified fish.
- B. The writer got a general briefing about diving.
- C. The writer went to Bunaken Island with a group of New Zealand divers.
- D. The trip was enjoyable.

33. With whom did the writer go to Bunaken Island?

- | | |
|----------------------|----------------------------------|
| A. His colleagues | C. A group of New Zealand divers |
| B. Indonesian people | D. His family |

34. What did they need to be able to identify the tiny fish?

- A. Local divers
- B. A book of marine life
- C. Internet
- D. A good guide

35. "This place is so **impressive** with its marine life." (paragraph 4)

The bold word can be replaced by

- | | |
|-------------|-----------------|
| A. ugly | C. good |
| B. imposing | D. unattractive |

**ANSWER KEY
(PRE-TEST)**

1. C	11. D	21. C	31. C
2. D	12. D	22. D	32. A
3. B	13. B	23. C	33. C
4. A	14. C	24. D	34. D
5. D	15. B	25. B	35. B
6. A	16. D	26. A	
7. B	17. A	27. A	
8. C	18. B	28. B	
9. A	19. A	29. B	
10. D	20. C	30. A	

POST-TEST GUIDELINE
(Table of Specification)

Based on the Revision of Bloom's Taxonomy

No	Indicator	Cognitive Skills					
		Rem	Und	App	Ana	Eva	Cre
1.	Finding the topic of the passage		6, 21, 31, 41				
2.	Identifying the implicit or explicit main idea of a certain paragraph				5, 18, 32, 47		
3.	Deducing the meaning of unfamiliar word used in the passage		9, 19, 24,27, 30, 44, 50				
4.	Making inferences		8, 14, 22, 39, 42				
5.	Understanding references				4, 16, 25, 29, 38, 45		
6.	Identifying the specifically stated detail or information	1, 2, 3, 10, 17, 23,26, 33, 34, 43, 46, 48					
7.	Critical reading					7,15, 28, 40, 49	
8.	Applying the correct word to complete a certain passage			12, 13, 36, 37			
9.	Re-arranging some sentences or paragraphs into a good passage in order			11			
10.	Identifying the writer's purpose		20, 35				

READING TEST PROTOTYPE (POST-TEST)

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Read the following text to answer questions 1-5.

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is famous for its beautiful scenery.

The journey to Selo was thrilling. We had to climb hill. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga dan I refused to take a bath but my aunt said she had prepared hot water for us.

At night, we went to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance. We wore very thick jackets because it was cold.

(Taken from: *Mandiri Practise Your English Competence SMP Kelas VIII*, 2009, p. 67)

1. Where did the writer spend his vacation last year?

A. Solo	C. Semarang
B. Selo	D. Boyolali

2. How did the writer go there?

A. By car.	C. By plane.
B. On foot.	D. By boat.

3. How was the street to Selo?

A. Uphill and twisted.	C. Dangerous and straight.
B. Downhill and twisted.	D. Narrow and dangerous.

4. "They wore Javanese costumes." (paragraph 4)
 The underlined word refers to

A. the writer and his brother	C. the viewers
B. the writer and his aunt	D. the villagers

5. What is the main idea of the fourth paragraph?
- The writer's journey to his aunt's house was so thrilling.
 - The writer wanted to spend his vacation in Selo.
 - The villagers did an offering ceremony for the Mount Merapi.
 - The writer did not want to take a bath because it was cold.

Read the following text to answer questions 6-10.

I had a bad experience when I did shopping. Actually it was not my fault. It was the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

Here how it happened. One Saturday afternoon, I went to a fashion shop with my friends. I wanted to buy a pair of blue jeans. I got one. I took them to cashier and paid for them. Then, my friends and I left the shop.

There was a censor clip on every piece of article. The shop assistant was careless. She forgot to take it off. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you! Stop!" He caught me. Everyone in the shop looked at me. Then, he took me to the manager's room. How embarrassing.

Shortly, the shop assistant and the security officer said they were sorry about what had happened. The manager of the shop did too. They knew it was not my fault. Finally, the manager asked me to take one piece of clothing article for free. I took an extravagant gown. You know the price? It was Rp 249,900.00!

(Taken from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 104*)

6. What is the topic of the text?
- The wonderful shopping experience
 - The scary security officer
 - The unforgettable vacation
 - The embarrassing shopping experience
7. Which of the following statements is true?
- The writer stole a pair of blue jeans.
 - The shop assistant forgot to take off the censor clip.
 - The shop manager did not apologize to the writer.
 - The writer took a beautiful T-shirt for free.
8. Why did the security officer catch the writer?
- Because he liked the writer.
 - Because he thought that the writer stole a pair of jeans.
 - Because the manager asked him to do it.
 - Because the writer kicked him.

9. "I took an extravagant gown." (paragraph 4)

The underlined word can be replaced by

- | | |
|-------------------|-------------------|
| A. very beautiful | C. very expensive |
| B. very amazing | D. very cheap |

10. How much is the price of the gown?

- | | |
|------------------|------------------|
| A. Rp 249,900.00 | C. Rp 299,400.00 |
| B. Rp 259,900.00 | D. Rp 249,990.00 |

Arrange the sentences below into a good paragraph to answer question 11.

1. After that, I sat down for a rest.
2. Before I went home, I bought some fish from the fisherman.
3. First, I looked for sea-shells.
4. It's only five kilometers from my house.
5. Last week, I felt very bored after one week of holiday.
6. So, I rode my bicycle to the beach.
7. Then, I got into the water and tried to catch some fish.
8. I was very tired but I felt happy.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 64*)

11. The correct order to make a good paragraph is

- | | |
|--------------------|--------------------|
| A. 5-6-4-3-1-8-7-2 | C. 5-6-4-3-7-1-2-8 |
| B. 5-6-4-8-3-7-1-2 | D. 5-6-4-3-1-7-2-8 |

Read the following text and fill the blanks with the correct verb form to answer questions 12 and 13. For questions 14-16, answer the comprehension questions.

Last weekend, my friends -Dicky, Vinda and Laras- and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan, and reached Oro-oro Ombo for lunch after we (12) _____ for almost 4 hours. After having enough rest, we continued our hike. We talked about many things along the way to the next stop. Sometimes, we laughed aloud when our stories we exchanged one another seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley and there we (13) _____ for one night by the river in Gunung Penanggungan. I had not been there before. On Sunday, we returned by a small village -- Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

(Adapted from: *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4, 2008, p. 133*)

- 12.
- | | |
|----------|-----------|
| A. hiked | C. hike |
| B. hoke | D. hiking |
- 13.
- | | |
|------------|-----------|
| A. camp | C. camps |
| B. camping | D. camped |
14. How many days did the writers and his friends hike to the mountain?
- | | |
|---------------|--------------|
| A. Four days | C. Five days |
| B. Three days | D. Two days |
15. Which of the following statements is true?
- The writer and his friends started hiking on Saturday morning.
 - The writer and his friends were lost in the mountain.
 - The writer had been in Gunung Penanggungan before.
 - The writer went home by a train.
16. "The climbing out of the valley was really hard for us"
- The underlined word refers to
- | | |
|-------------------------------|-------------------------|
| A. The writer | C. The readers |
| B. The writer and his friends | D. The writer's friends |

Read the following text to answer questions 17-20.

Yogyakarta, Februari 3, 2014

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "Why are they looking at me?"

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

(Adapted from: *English in Focus*, 2008, p. 69)

17. Why did the writer's friends look at her?
- Because she was beautiful.
 - Because she celebrated her 15th birthday.
 - Because the writer had a big red pimple on her forehead.
 - Because she was cute.
18. What is the main idea of the last paragraph?
- The writer's friends were looking at her.
 - The writer was embarrassed because her friends laughed at her.
 - The writer celebrated her 15th birthday.
 - The writer was an actress.
19. "I felt very **embarrassed** so I ran to the rest room." (paragraph 3)
The words below have similar meaning with the bold word, *except*....
- | | |
|------------------|------------|
| A. uncomfortable | C. happy |
| B. humiliated | D. ashamed |
20. What is the writer's purpose writing this story?
- to describe something
 - to show readers how to make something
 - to persuade readers to do something
 - to tell readers about her embarrassing experience

Read the following text to answer questions 21-25.

Yesterday, I took my dog for a walk. We went to the park near my house. It was very early in the morning, so I didn't see many people there.

My dog and I played 'throw and catch it'. First, I threw the stick nearby and my dog caught it easily. Then, I threw it passing the bushes at bit far from us.

Suddenly, I heard someone screaming. Then a man walked out from the bushes with one hand on his head. It was my dad.

I did not know that he was jogging in the park when I accidentally hit the stick to him.

I couldn't say anything but I knew that I would pass some days without pocket money.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 206*)

21. What is the topic of the text?
- Walking with the dog
 - Throwing a stick for the dog
 - Hitting Dad with a stick accidentally
 - Jogging in the park

22. What do you think of what the writer's Dad will do later?
- A. He will go to the hospital.
 - B. He will give the writer money.
 - C. He will give a punishment to the writer.
 - D. He will be angry to the dog.
23. When did the writer go to the park?
- A. In the evening
 - B. In the morning
 - C. In the afternoon
 - D. At dawn time
24. "My dog and I played 'throw and catch it.'" (paragraph 2)
The underlined word can be replaced by
- A. release
 - B. take
 - C. toss
 - D. fling
25. "I did not know that he was jogging in the park when I accidentally hit the stick to **him**."
(paragraph 4)
The bold word refers to
- A. The writer's dad
 - B. The writer
 - C. The readers
 - D. The dog

Read the following text to answer questions 26-30.

Last week, I spent my holiday in Jakarta. I went there by bus. It was the first time for me for going Jakarta by bus alone. My bus departed at 7 o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately. I thought about bad things that could happen on the street. Then I saw the driver assistant got off the bus. After he returned, he told me and the other passenger that there was a road accident and the police already handled it. However, my bus could go nowhere for awhile. My bus was trapped in the queue for about three and a half hours. I finally arrived at Lebak Bulus station at dawn. It was the most tiring trip I ever had.

(Taken from: TOPS, 2009, p. 22)

26. Where did the story happen?
- A. In the road
 - B. In bus station
 - C. In Lebak Bulus station
 - D. In the car
27. "My bus **departed** at 7 o'clock sharp in the morning."
The antonym of the bold word is
- A. left
 - B. arrived
 - C. headed off
 - D. went away

28. Which of the following statement is not true?
- A. The police handled the road accident.
 - B. The writer went to Jakarta to spend his holiday.
 - C. There was a road accident.
 - D. The writer was happy during the journey.

29. “After he returned, he told me ...”

The underlined word refers to

- A. the driver assistant
- B. the driver
- C. the writer
- D. the passengers

30. “My bus was trapped in the **queue**

The bold word has similar meaning with

- | | |
|-------------|--------------|
| A. crowd | C. death-end |
| B. accident | D. in line |

Read the following text to answer questions 31-35.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the “gift” happily. We also bought some presents for our family and friends.

(Taken from: *English in Focus for Grade VIII Junior High School, 2008, p. 62*)

31. What is the best title for the text?

- A. Going to Traditional Market
- B. Going to Lombok
- C. A Lucky Day
- D. A Greatest Holiday

32. What is the main idea of the second paragraph?
- The writer went to school.
 - The writer was asked to go to a traditional market.
 - The writer and her friend went to Lombok.
 - The writer and her friend found a vacation coupon.
33. What was the color of the coupon found by the writer and her friend?
- Red
 - Pink
 - Blue
 - Black
34. How many nights did the writer and her friend spend their holiday in Lombok?
- Four nights
 - Three nights
 - Two nights
 - Five nights
35. What is the purpose of the text?
- to describe something
 - to show readers how to make something
 - to tell readers about someone's personal experience
 - to persuade readers to do something

Read the following text and fill the blanks with the correct verb form to answer questions 36 and 37. For questions 38-40, answer the comprehension questions.

.....
 Last night, my mother and I (36) _____ time together in the kitchen. She (37) _____ me how to cook spaghetti. She prepared a box of spaghetti, water and a jar of spaghetti sauce. First, she boiled some water in a pot. Then, she put the spaghetti into the boiling water. After fifteen minutes she turned off the stove and threw away the water. Finally, she put the spaghetti on a plate and added sauce on it. A plate of delicious spaghetti was ready to serve.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 94*)

- 36.
- spend
 - spended
 - spending
 - spent
- 37.
- teaches
 - teaching
 - tached
 - taught
38. "Finally, she put the spaghetti on a plate and added sauce on **it**."
 The bold word refers to
- the spaghetti
 - the plate
 - the water
 - the box

39. How many are the steps to make spaghetti?
- A. three steps
B. five steps
C. four steps
D. six steps
40. Which of the following statements is not true?
- A. The spaghetti was put in the cold water.
B. The spaghetti was cooked in hot water.
C. The spaghetti needed fifteen minutes to cook.
D. The sauce was put on the cooked spaghetti.

Read the following text to answer questions 41-45.

Muhammad Hatta was one of Indonesian founding gathers. He lived from 1902 until 1980. Together with Soekarno, he proclaimed the independence of Indonesia on 17th August 1945.

Muhammad Hatta was born on 12th August 1902 in Bukittinggi, West Sumatra. When he was still in junior high school in Bukittinggi, he joined the league of Young Sumatrans.

When he finished his study in Bukittinggi, he moved to Batavia. Then, he went to Netherlands to continue his study. When he was there, he participated actively in the National Movement. As a result, he was arrested by the Dutch government.

In 1932, Bung Hatta went back to Indonesia. He joined a political organization called *Pendidikan Nasional Indonesia*. This organization wanted Indonesian people to know many things about politics. Because of this activity, he was arrested again. He was sent to Boven Digul, and later to Banda Neira as a prisoner. Before the Japanese invanded Indonesia in 1942, he was brought back to Java.

On 17th August 1945, two days after Japan surrendered to the Allies, Bung Karno and Bung Hatta declared the independence of Indonesia. Then, they were selected as the president and vice president. Bung Hatta was the vice president until 1956. He resigned and concentrated in writing. On 14th March 1980, Bung Hatta passed away in Jakarta.

Muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 176*)

41. What is the topic of the text?
- A. The Indonesian *National Movement*
B. The independence of Indonesia
C. The biography of Muhammad Hatta
D. The Indonesia politic
42. How old was Bung Hatta when he died?
- A. 68 years old
B. 87 years old
C. 78 years old
D. 88 years old

43. When did Japanese invade Indonesia?
 A. 1945
 B. 1942
 C. 1956
 D. 1980
44. "As a result, he was arrested by the Dutch government." (paragraph 3)
 The underlined word can be replaced by
 A. released
 B. captured
 C. respected
 D. hated
45. "Then, **they** were selected as the president and vice president." (paragraph 5)
 The bold word refers to
 A. Bung Karno and Bung Hatta
 B. Bung Hatta
 C. Bung Karno
 D. the writer

Read the following text to answer questions 46-50.

Last week, I had a horrible experience. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(Adapted from: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>)

46. Where was the writer when the earthquake happened?
 A. At home.
 B. On his car.
 C. In Bali.
 D. In the town.
47. What is the main idea of the second paragraph?
 A. The earthquake happened.
 B. The writer could not go by his car.
 C. The writer got flat tire.
 D. The writer's town was damaged.
48. What did the writer feel when he reached his town?
 A. Excited
 B. Sad
 C. Surprised
 D. Happy

49. Which of the following statements is true?
- A. The car got flat tire.
 - B. The writer went to his town by car after the earthquake happened.
 - C. The town's people were badly injured.
 - D. Some telephone and electricity poles fell to the ground because of the earthquake.
50. "Although nothing was left, I thanked God that nobody was seriously **injured**." (paragraph 3)
The bold word can be replaced by
- A. hurt
 - B. damaged
 - C. hungry
 - D. healthy

KEY ANSWER (POST-TEST PROTOTYPE)

1. B	11. C	21. C	31. C	41. C
2. A	12. A	22. C	32. D	42. C
3. A	13. D	23. B	33. B	43. B
4. D	14. D	24. B	34. A	44. B
5. C	15. A	25. A	35. C	45. A
6. D	16. B	26. A	36. D	46. B
7. B	17. C	27. B	37. D	47. B
8. B	18. B	28. D	38. A	48. C
9. C	19. C	29. A	39. C	49. D
10. A	20. D	30. D	40. A	50. A

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics							
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1	0-1	0.094	0.227	0.130	A	0.000	-9.000	-9.000	*			
					B	0.094	0.227	0.130				
					C	0.031	-0.144	-0.058				
					D	0.875	-0.135	-0.084				
					other	0.000	-9.000	-9.000				
2	0-2	0.969	-0.504	-0.204	A	0.969	-0.504	-0.204	*			
					B	0.031	0.504	0.204	?			
					CHECK THE KEY							
					A was specified, B works better							
					C	0.000	-9.000	-9.000				
					D	0.000	-9.000	-9.000				
3	0-3	0.125	0.717	0.447	A	0.125	0.717	0.447	*			
					B	0.406	0.233	0.184				
					C	0.156	0.050	0.033				
					D	0.313	-0.706	-0.539				
					other	0.000	-9.000	-9.000				
4	0-4	0.531	0.699	0.557	A	0.156	0.026	0.017	*			
					B	0.031	-0.144	-0.058				
					C	0.281	-0.813	-0.610				
					D	0.531	0.699	0.557				
					other	0.000	-9.000	-9.000				
5	0-5	0.656	0.769	0.596	A	0.000	-9.000	-9.000	*			
					B	0.031	-0.144	-0.058				
					C	0.656	0.769	0.596				
					D	0.313	-0.771	-0.589				
					other	0.000	-9.000	-9.000				
6	0-6	0.625	0.788	0.617	A	0.156	-0.307	-0.203	*			
					B	0.219	-0.763	-0.545				
					C	0.000	-9.000	-9.000				
					D	0.625	0.788	0.617				
					other	0.000	-9.000	-9.000				
7	0-7	0.594	0.194	0.153	A	0.281	-0.170	-0.127	*			
					B	0.594	0.194	0.153				
					C	0.063	-0.258	-0.131				
					D	0.063	0.113	0.057				
					other	0.000	-9.000	-9.000				

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics							
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key			
8	0-8	0.594	0.723	0.571	A	0.094	-0.080	-0.046	*			
					B	0.594	0.723	0.571				
					C	0.281	-0.863	-0.648				
					D	0.031	0.342	0.138				
					other	0.000	-9.000	-9.000				
9	0-9	0.531	0.857	0.683	A	0.219	-0.802	-0.572	*			
					B	0.188	-0.184	-0.127				
					C	0.531	0.857	0.683				
					D	0.063	-0.444	-0.225				
					other	0.000	-9.000	-9.000				
10	0-10	0.875	0.724	0.451	A	0.875	0.724	0.451	*			
					B	0.000	-9.000	-9.000				
					C	0.031	-0.550	-0.222				
					D	0.094	-0.660	-0.379				
					other	0.000	-9.000	-9.000				
11	0-11	0.250	0.516	0.379	A	0.188	-0.799	-0.551	*			
					B	0.031	0.342	0.138				
					C	0.250	0.516	0.379				
					D	0.531	0.068	0.054				
					other	0.000	-9.000	-9.000				
12	0-12	0.375	0.265	0.208	A	0.375	0.265	0.208	*			
					B	0.219	-0.609	-0.434	?			
					CHECK THE KEY			C		0.156	0.360	0.237
					A was specified, C works better			D		0.250	-0.022	-0.016
					other	0.000	-9.000	-9.000				
					13	0-13	0.406	0.307	0.242	A	0.344	0.037	0.029	*
B	0.250	-0.418	-0.306									
C	0.000	-9.000	-9.000									
D	0.406	0.307	0.242									
other	0.000	-9.000	-9.000									
14	0-14	0.656	-0.099	-0.077	A	0.313	0.084	0.064	?			
					B	0.031	0.099	0.040	*			
					CHECK THE KEY			C		0.000	-9.000	-9.000
					D was specified, A works better			D		0.656	-0.099	-0.077
					other	0.000	-9.000	-9.000				

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
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15	0-15	0.781	0.183	0.131	A	0.781	0.183	0.131	*
					B	0.188	-0.163	-0.112	
					C	0.000	-9.000	-9.000	
					D	0.031	-0.144	-0.058	
					other	0.000	-9.000	-9.000	

16	0-16	0.469	0.435	0.346	A	0.000	-9.000	-9.000	
					B	0.469	0.435	0.346	*
					C	0.500	-0.379	-0.302	
					D	0.031	-0.307	-0.124	
					other	0.000	-9.000	-9.000	
17	0-17	0.094	1.000	0.581	A	0.000	-9.000	-9.000	
					B	0.906	-1.000	-0.581	
					C	0.094	1.000	0.581	*
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
18	0-18	0.188	0.770	0.531	A	0.063	-0.073	-0.037	
					B	0.188	0.770	0.531	*
					C	0.688	-0.503	-0.384	
					D	0.063	-0.165	-0.084	
					other	0.000	-9.000	-9.000	
19	0-19	0.844	0.450	0.297	A	0.063	-0.537	-0.273	
					B	0.031	-0.631	-0.255	
					C	0.844	0.450	0.297	*
					D	0.063	0.020	0.010	
					other	0.000	-9.000	-9.000	
20	0-20	0.906	0.455	0.261	A	0.063	-0.351	-0.178	
					B	0.031	-0.469	-0.190	
					C	0.000	-9.000	-9.000	
					D	0.906	0.455	0.261	*
					other	0.000	-9.000	-9.000	
21	0-21	0.031	-0.469	-0.190	A	0.250	0.624	0.458	?
					B	0.656	-0.363	-0.281	
					C	0.031	-0.469	-0.190	*
					D	0.063	-0.258	-0.131	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.844	-0.240	-0.159	A	0.031	-0.469	-0.190	
					B	0.094	0.670	0.385	?
					C	0.844	-0.240	-0.159	*
					D	0.031	-0.307	-0.124	
					other	0.000	-9.000	-9.000	
23	0-23	0.969	-0.018	-0.007	A	0.000	-9.000	-9.000	
					B	0.969	-0.018	-0.007	*
					C	0.031	0.018	0.007	?
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	

24	0-24	0.969	-0.018	-0.007	A	0.000	-9.000	-9.000	
					B	0.969	-0.018	-0.007	*
					C	0.031	0.018	0.007	?
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
	CHECK THE KEY								
	B was specified, C works better								
25	0-25	0.344	0.487	0.377	A	0.344	0.487	0.377	*
					B	0.063	-0.258	-0.131	
					C	0.000	-9.000	-9.000	
					D	0.594	-0.380	-0.300	
					other	0.000	-9.000	-9.000	
26	0-26	0.688	-0.261	-0.199	A	0.688	-0.261	-0.199	*
					B	0.219	0.358	0.256	?
					C	0.094	-0.080	-0.046	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
	CHECK THE KEY								
	A was specified, B works better								
27	0-27	0.406	-0.252	-0.199	A	0.406	0.130	0.103	?
					B	0.406	-0.252	-0.199	*
					C	0.125	0.163	0.101	
					D	0.063	0.113	0.057	
					other	0.000	-9.000	-9.000	
	CHECK THE KEY								
	B was specified, A works better								
28	0-28	0.563	-0.015	-0.012	A	0.344	0.254	0.197	?
					B	0.094	-0.523	-0.300	
					C	0.000	-9.000	-9.000	
					D	0.563	-0.015	-0.012	*
					other	0.000	-9.000	-9.000	
	CHECK THE KEY								
	D was specified, A works better								

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Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
29	0-29	0.531	0.699	0.557	A	0.531	0.699	0.557	*
					B	0.125	0.163	0.101	
					C	0.000	-9.000	-9.000	
					D	0.344	-0.847	-0.656	
					other	0.000	-9.000	-9.000	
30	0-30	0.188	0.409	0.282	A	0.438	-0.245	-0.195	
					B	0.281	0.033	0.025	
					C	0.094	-0.148	-0.085	
					D	0.188	0.409	0.282	*
					other	0.000	-9.000	-9.000	
31	0-31	0.031	0.991	0.401	A	0.438	0.377	0.300	
					B	0.531	-0.549	-0.438	
					C	0.031	0.991	0.401	*
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	

32	0-32	0.594	0.179	0.141	A	0.000	-9.000	-9.000	
					B	0.063	-0.444	-0.225	
					C	0.344	-0.040	-0.031	
					D	0.594	0.179	0.141	*
					other	0.000	-9.000	-9.000	
33	0-33	0.656	0.645	0.500	A	0.125	-0.059	-0.037	
					B	0.656	0.645	0.500	*
					C	0.219	-0.763	-0.545	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
34	0-34	0.469	0.205	0.163	A	0.469	0.205	0.163	*
					B	0.031	-0.144	-0.058	
					C	0.500	-0.179	-0.143	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
35	0-35	0.688	0.819	0.626	A	0.313	-0.819	-0.626	
					B	0.000	-9.000	-9.000	
					C	0.688	0.819	0.626	*
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.063	0.531	0.270	A	0.719	-0.744	-0.558	
					B	0.188	0.728	0.502	?
		CHECK THE KEY			C	0.031	-0.144	-0.058	
		D was specified, B works better			D	0.063	0.531	0.270	*
					other	0.000	-9.000	-9.000	
37	0-37	0.094	-0.114	-0.065	A	0.469	-0.541	-0.431	
					B	0.000	-9.000	-9.000	
		CHECK THE KEY			C	0.438	0.595	0.472	?
		D was specified, C works better			D	0.094	-0.114	-0.065	*
					other	0.000	-9.000	-9.000	
38	0-38	0.469	0.650	0.518	A	0.469	0.650	0.518	*
					B	0.469	-0.541	-0.431	
					C	0.031	-0.144	-0.058	
					D	0.031	-0.469	-0.190	
					other	0.000	-9.000	-9.000	
39	0-39	0.250	0.714	0.524	A	0.031	-0.307	-0.124	
					B	0.656	-0.797	-0.618	
					C	0.250	0.714	0.524	*
					D	0.063	0.716	0.364	
					other	0.000	-9.000	-9.000	
40	0-40	0.688	0.045	0.035	A	0.688	0.045	0.035	*
					B	0.188	0.282	0.195	?
		CHECK THE KEY			C	0.063	-0.305	-0.155	
		A was specified, B works better			D	0.063	-0.444	-0.225	
					other	0.000	-9.000	-9.000	

41	0-41	0.500	0.565	0.451	A	0.469	-0.513	-0.408	*
					B	0.031	-0.307	-0.124	
					C	0.500	0.565	0.451	
					D	0.000	-9.000	-9.000	
					other	0.000	-9.000	-9.000	
42	0-42	0.875	0.336	0.209	A	0.094	-0.216	-0.124	*
					B	0.000	-9.000	-9.000	
					C	0.875	0.336	0.209	
					D	0.031	-0.469	-0.190	
					other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics									
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key					
43	0-43	0.281	0.795	0.596	A	0.656	-0.549	-0.425	*					
					B	0.281	0.795	0.596						
					C	0.000	-9.000	-9.000						
					D	0.063	-0.537	-0.273						
					other	0.000	-9.000	-9.000						
44	0-44	0.594	-0.689	-0.544	A	0.063	0.716	0.364	*					
					B	0.594	-0.689	-0.544						
					CHECK THE KEY					C	0.344	0.487	0.377	?
					B was specified, C works better					D	0.000	-9.000	-9.000	
										other	0.000	-9.000	-9.000	
					45	0-45	0.813	0.163		0.112	A	0.813	0.163	0.112
B	0.063	-0.165	-0.084											
C	0.125	-0.114	-0.071											
D	0.000	-9.000	-9.000											
other	0.000	-9.000	-9.000											
46	0-46	0.188	-0.036	-0.025	A	0.031	-0.469	-0.190	*					
					B	0.188	-0.036	-0.025						
					CHECK THE KEY					C	0.781	0.144	0.103	?
					B was specified, C works better					D	0.000	-9.000	-9.000	
										other	0.000	-9.000	-9.000	
47	0-47	0.781	-0.049	-0.035	A	0.000	-9.000	-9.000	*					
					B	0.781	-0.049	-0.035						
					CHECK THE KEY					C	0.125	0.385	0.239	?
					B was specified, C works better					D	0.094	-0.387	-0.222	
										other	0.000	-9.000	-9.000	
48	0-48	0.313	0.890	0.679	A	0.156	-0.403	-0.266	*					
					B	0.469	-0.656	-0.523						
					C	0.313	0.890	0.679						
					D	0.063	0.345	0.175						
					other	0.000	-9.000	-9.000						


```

49  0-49    0.000  -9.000  -9.000    A    0.031  -0.469  -0.190
                                     B    0.406   0.719   0.568  ?
                                CHECK THE KEY
                                C    0.563  -0.624  -0.495
                                D was specified, B works better
                                D    0.000  -9.000  -9.000  *
                                other 0.000  -9.000  -9.000

```

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Seq. No.	Scale -Item	Item Statistics			Alt.	Alternative Statistics			Key
		Prop. Correct	Biser.	Point Biser.		Prop. Endorsing	Biser.	Point Biser.	
50	0-50	0.344	0.766	0.594	A	0.344	0.766	0.594	*
					B	0.063	0.345	0.175	
					C	0.500	-0.737	-0.588	
					D	0.094	-0.182	-0.105	
					other	0.000	-9.000	-9.000	

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Page 9

There were 32 examinees in the data file.

Scale statistics

```

scale:          0
-----
N of Items      50
N of Examinees 32
Mean            24.781
Variance        29.983
Std. Dev.       5.476
Skew            0.751
Kurtosis        0.071
Minimum         17.000
Maximum         39.000
Median          23.000
Alpha           0.729
SEM             2.851
Mean P          0.496
Mean Item-Tot.  0.255
Mean Biserial   0.351

```

Items discarded: 1, 2, 10, 17, 20, 21, 23, 24, 31, 36, 37, 40, 42, 46, 49

Items revised: 3, 15, 18, 19, 22,

POST-TEST GUIDELINE

(Table of Specification)

Based on the Revision of Bloom's Taxonomy

No	Indicator	Cognitive Skills					
		Rem	Und	App	Ana	Eva	Cre
1.	Finding the topic of the passage		4, 29				
2.	Identifying the implicit or explicit main idea of a certain paragraph				3, 14, 23, 33		
3.	Deducing the meaning of unfamiliar word used in the passage		7, 15, 19, 22, 31, 35				
4.	Making inferences		6, 11, 16, 28				
5.	Understanding references				2, 13, 17, 21, 27, 32		
6.	Identifying the specifically stated detail or information	1, 18, 24, 25, 30, 34					
7.	Critical reading					5, 12, 20	
8.	Applying the correct word to complete a certain passage			9, 10			
9.	Re-arranging some sentences or paragraphs into a good passage in order			8			
10.	Identifying the writer's purpose		26				

READING TEST (POST-TEST)

Read the questions carefully and choose the correct answers by crossing (X) either A, B, C, or D on the provided answer sheet.

Read the following text to answer questions 1-3.

Last year, I spent my vacation in my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She then took us to her house in Selo. This place is famous for its beautiful scenery.

The journey to Selo was thrilling. We had to climb hill. The street was twisted here and there. Moreover, it was foggy that afternoon. So, I could only see few meters in front of me. Luckily, my aunt was a good driver. She did it very well.

We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga dan I refused to take a bath but my aunt said she had prepared hot water for us.

At night, we went to one of the hills there. There was an offering ceremony. The villagers offered a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance. We wore very thick jackets because it was cold.

(Taken from: *Mandiri Practise Your English Competence SMP Kelas VIII*, 2009, p. 67)

1. The street to Selo was
 - A. Uphill and twisted.
 - B. Downhill and twisted.
 - C. Dangerous and straight.
 - D. Narrow and dangerous.

2. "They wore Javanese costumes." (paragraph 4)
 The underlined word refers to
 - A. the writer and his brother
 - B. the writer and his aunt
 - C. the viewers
 - D. the villagers

3. What is the main idea of the fourth paragraph?
 - A. The writer's journey to his aunt's house was so exciting.
 - B. The writer wanted to spend his vacation in Selo.
 - C. The villager did an offering ceremony for the Mount Merapi.
 - D. The writer did not want to take a bath because it was cold.

Read the following text to answer questions 4-7.

I had a bad experience when I did shopping. Actually it was not my fault. It was the shop assistant's fault. However, the security officer of the shop really embarrassed me. He accused me of stealing a pair of blue jeans.

Here how it happened. One Saturday afternoon, I went to a fashion shop with my friends. I wanted to buy a pair of blue jeans. I got one. I took them to cashier and paid for them. Then, my friends and I left the shop.

There was a censor clip on every piece of article. The shop assistant was careless. She forgot to take it off. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you! Stop!" He caught me. Everyone in the shop looked at me. Then, he took me to the manager's room. How embarrassing.

Shortly, the shop assistant and the security officer said they were sorry about what had happened. The manager of the shop did too. They knew it was not my fault. Finally, the manager asked me to take one piece of clothing article for free. I took an extravagant gown. You know the price? It was Rp 249,900.00!

(Taken from: *New Let's Talk Grade VIII for Junior High School, 2007, p. 104*)

4. What is the topic of the text?
 - A. The wonderful shopping experience
 - B. The scary security officer
 - C. The unforgettable vacation
 - D. The embarrassing shopping experience
5. Which of the following statements is true?
 - A. The writer stole a pair of blue jeans.
 - B. The shop assistant forgot to take off the censor clip.
 - C. The shop manager did not apologize to the writer.
 - D. The writer took a beautiful T-shirt for free.
6. Why did the security officer catch the writer?
 - A. Because he liked the writer.
 - B. Because he thought that the writer stole a pair of jeans.
 - C. Because the manager asked her to do it.
 - D. Because the writer kicked her.
7. "I took an extravagant gown." (paragraph 4)
 The underlined word can be replaced by

A. very beautiful	C. very expensive
B. very amazing	D. very cheap

Arrange the sentences below into a good paragraph to answer question 8.

1. After that, I sat down for a rest.
2. Before I went home, I bought some fish from the fisherman.
3. First, I looked for sea-shells.
4. It's only five kilometers from my house.
5. Last week, I felt very bored after one week of holiday.
6. So, I rode my bicycle to the beach.
7. Then, I got into the water and tried to catch some fish.
8. I was very tired but I felt happy.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 64*)

8. The correct order to make a good paragraph is
- | | |
|--------------------|--------------------|
| A. 5-6-4-3-1-8-7-2 | C. 5-6-4-3-7-1-2-8 |
| B. 5-6-4-8-3-7-1-2 | D. 5-6-4-3-1-7-2-8 |

Read the following text and fill the blanks with the correct verb form to answer questions 9 and 10. For questions 11-13, answer the comprehension questions.

Last weekend, my friends -Dicky, Vinda and Laras- and I hiked to Gunung Penanggungan. We started very early on Saturday from our village, Klandungan, and reached Oro-oro Ombo for lunch after we (9) _____ for almost 4 hours. After having enough rest, we continued our hike. We talked about many things along the way to the next stop. Sometimes, we laughed aloud when our stories we exchanged one another seemed funny. We reached the next stop one hour later. It was a hilltop. The view from this place looked very amazing. Then we walked off down into the valley and there we (10) _____ for one night by the river in Gunung Penanggungan. I had not been there before. On Sunday, we returned by a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

(Adapted from: *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4, 2008, p. 133*)

- 9.
- | | |
|----------|-----------|
| A. hiked | C. hikes |
| B. hoke | D. hiking |
- 10.
- | | |
|------------|-----------|
| A. camp | C. camps |
| B. camping | D. camped |

11. How many days did the writers and his friends hike to the mountain?

- A. One day
- B. Three days
- C. Five days
- D. Two days

12. The following statements are **not** true, *except*....

- A. The writer and his friends started hiking on Saturday morning.
- B. The writer and his friends were lost in the mountain.
- C. The writer had been in Gunung Penanggungan before.
- D. The writer went home by a train.

13. "The climbing out of the valley was really hard for us"

The underlined word refers to

- A. The writer and the readers
- B. The writer and his friends
- C. The readers
- D. The writer's friends

Read the following text to answer questions 14 and 15.

Yogyakarta, Februari 3, 2014

Dear Diary,

I had a bad experience this morning. I had just celebrated my 15th birthday yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody was looking at me. I wondered, "Why are they looking at me?"

I didn't think about it much, so I sat in my usual chair. Suddenly, all of my friends were laughing. They were pointing at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates were laughing at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

(Adapted from: *English in Focus*, 2008, p. 69)

14. The last paragraph tells the readers that

- A. The writer's friends were looking at her.
- B. The writer was embarrassed because her friends laughed at her.
- C. The writer celebrated her 15th birthday.
- D. The writer was an actress.

15. "I felt very **embarrassed** so I ran to the rest room." (paragraph 3)

The antonym of the bold word is....

- A. uncomfortable
- B. humiliated
- C. happy
- D. ashamed

Read the following text to answer questions 16 and 17.

Yesterday, I took my dog for a walk. We went to the park near my house. It was very early in the morning, so I didn't see many people there.

My dog and I played 'throw and catch it'. First, I threw the stick nearby and my dog caught it easily. Then, I threw it passing the bushes at bit far from us.

Suddenly, I heard someone screaming. Then a man walked out from the bushes with one hand on his head. It was my dad.

I did not know that he was jogging in the park when I accidentally hit the stick to him.

I couldn't say anything but I knew that I would pass some days without pocket money.

(Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 206*)

16. After the incident, what will the writer's Dad do to the writer?

- A. He will go to the hospital.
- B. He will give the writer money.
- C. He will not give money to the writer for some days.
- D. He will be angry to the dog.

17. "I did not know that he was jogging in the park when I accidentally hit the stick to **him**." (paragraph 4)

The bold word refers to

- A. The writer's dad
- B. The writer
- C. The readers
- D. The dog

Read the following text to answer questions 18-22.

Last week, I spent my holiday in Jakarta. I went there by bus. It was the first time for me for going Jakarta by bus alone. My bus departed at 7 o'clock sharp in the morning. In the middle of the trip, the bus suddenly stopped. I felt afraid immediately. I thought about bad things that could happen on the street. Then I saw the driver assistant got off the bus. After he returned, he told me and the other passenger that there was a road accident and the police already handled it. However, my bus could go nowhere for awhile. My bus was trapped in the queue for about three and a half hours. I finally arrived at Lebak Bulus station at dawn. It was the most tiring trip I ever had.

(Taken from: TOPS, 2009, p. 22)

18. Where did the story happen?
- | | |
|----------------|---------------------------|
| A. In the road | C. In Lebak Bulus station |
| B. In Jakarta | D. In the car |
19. "My bus **departed** at 7 o'clock sharp in the morning."
The antonym of the bold word is
- | | |
|------------|---------------|
| A. began | C. headed off |
| B. arrived | D. went away |
20. Which of the following statement is not true?
- A. There was a road accident.
B. The writer went to Jakarta to spend his holiday.
C. The police handled the road accident.
D. The writer was happy during the journey.
21. "After he returned, he told me ..."
The underlined word refers to
- | | |
|-------------------------|-------------------|
| A. the driver assistant | C. the writer |
| B. the driver | D. the passengers |
22. "My bus was trapped in the **queue**"
The bold word is the synonym of the word
- | | |
|-------------|--------------|
| A. crowd | C. death-end |
| B. accident | D. in line |

Read the following text to answer questions 23-26.

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

(Taken from: *English in Focus for Grade VIII Junior High School*, 2008, p. 62)

23. What is the main idea of the second paragraph?
- The writer went to school.
 - The writer was asked to go to a traditional market.
 - The writer and her friend went to Lombok.
 - The writer and her friend found a vacation coupon.
24. What was the color of the coupon found by the writer and her friend?
- Red
 - Pink
 - Blue
 - Black
25. How many nights did the writer and her friend spend their holiday in Lombok?
- Four nights
 - Three nights
 - One night
 - Five nights
26. What is the purpose of the text?
- to describe something
 - to show readers how to make something
 - to tell readers about someone's personal experience
 - to persuade readers to do something

Read the following text to answer questions 27 and 28.

.....
 Last night, my mother and I spent time together in the kitchen. She taught me
 how to cook spaghetti. She prepared a box of spaghetti, water and a jar of spaghetti
 sauce. First, she boiled some water in a pot. Then, she put the spaghetti into the boiling
 water. After fifteen minutes she turned off the stove and threw away the water. Finally,
 she put the spaghetti on a plate and added sauce on it. A plate of delicious spaghetti was
 ready to serve.

 (Taken from: *EOS for Junior High School Students Year VIII, 2007, p. 94*)

27. "Finally, she put the spaghetti on a plate and added sauce on **it**."
 The bold word refers to
- | | |
|------------------|--------------|
| A. the spaghetti | C. the water |
| B. the plate | D. the box |
28. How many are the steps to make spaghetti?
- | | |
|----------------|---------------|
| A. three steps | C. four steps |
| B. five steps | D. six steps |

Read the following text to answer questions 29-32.

Muhammad Hatta was one of Indonesian founding gathers. He lived from 1902 until 1980. Together with Soekarno, he proclaimed the independence of Indonesia on 17th August 1945.

Muhammad Hatta was born on 12th August 1902 in Bukittinggi, West Sumatra. When he was still in junior high school in Bukittinggi, he joined the league of Young Sumatrans.

When he finished his study in Bukittinggi, he moved to Batavia. Then, he went to Netherlands to continue his study. When he was there, he participated actively in the National Movement. As a result, he was arrested by the Dutch government.

In 1932, Bung Hatta went back to Indonesia. He joined a political organization called *Pendidikan Nasional Indonesia*. This organization wanted Indonesian people to know many things about politics. Because of this activity, he was arrested again. He was sent to Boven Digul, and later to Banda Neira as a prisoner. Before the Japanese invaded Indonesia in 1942, he was brought back to Java.

On 17th August 1945, two days after Japan surrendered to the Allies, Bung Karno and Bung Hatta declared the independence of Indonesia. Then, they were selected as the president and vice president. Bung Hatta was the vice president until 1956. He resigned and concentrated in writing. On 14th March 1980, Bung Hatta passed away in Jakarta.

Muhammad Hatta was one of the greatest people in Indonesia. People will always remember him as an honest and sincere person.

(Taken from: *EOS for Junior High School Students Year VIII*, 2007, p. 176))

29. What is the topic of the text?

A. The Indonesian *National Movement*

B. The independence of Indonesia

C. The biography of Muhammad Hatta

D. The Indonesia politic

30. When did Japanese invade Indonesia?

A. 1945

B. 1942

C. 1956

D. 1980

31. "As a result, he was arrested by the Dutch government." (paragraph 3)

The underlined word can be replaced by

A. released

B. captured

C. killed

D. hated

32. "Then, **they** were selected as the president and vice president." (paragraph 5)

The bold word refers to

A. Bung Karno and Bung Hatta

B. Bung Hatta and Dutch goverment

C. Bung Karno and his friend

D. the writer and the readers

Read the following text to answer questions 33-35.

Last week, I had a horrible experience. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(Adapted from: <http://www.belajarbahasainggris.us/2012/01/contoh-teks-recount-my-horrible.html>)

33. What is the main idea of the second paragraph?

- | | |
|--|-----------------------------------|
| A. The earthquake happened. | C. The poles fell on the car. |
| B. The writer could not go by his car. | D. The writer's town was damaged. |

34. What did the writer feel when he reached his town?

- | | |
|------------|--------------|
| A. Excited | C. Surprised |
| B. Sad | D. Happy |

35. "Although nothing was left, I thanked God that nobody was seriously **injured**." (paragraph 3)

The bold word can be replaced by ...

- A. hurt
- B. damaged
- C. hungry
- D. healthy

ANSWER KEY (POST-TEST)

1. A	11. D	21. A	31. B
2. D	12. A	22. D	32. A
3. C	13. B	23. D	33. B
4. D	14. B	24. B	34. C
5. B	15. C	25. A	35. A
6. B	16. C	26. C	
7. C	17. A	27. A	
8. C	18. A	28. C	
9. A	19. B	29. C	
10. D	20. D	30. B	

APPENDIX F

STUDENTS'

SCORES AND

t-TEST

THE RESULTS OF PRE-TEST AND POST-TEST

No	Name	Pre-test	Post-test
1	Aditya Dicky Setiawan	60	80
2	Albet Tegak Wibowo	60	71
3	Annisa Nur Nafisa	66	66
4	Attina Ayu Fanafisah Mumtahanah	80	86
5	Bagus Maulid Arianto	69	89
6	Bekti Putri Cahayanti	60	69
7	Depika Nur Anggraini	69	74
8	Devi Agustin Lestari	74	66
9	Dimas Didan Nur Aji	57	77
10	Dimas Nurwiantoko	60	86
11	Dinang Nursaid	66	66
12	Eko Setiawan	66	77
13	Hanif Ramandika Pratama	63	71
14	Heni Indah Pertiwi	37	71
15	Ilham Very Yulianto	66	74
16	Ilham Zamrudin Yusuf	77	74
17	Kurnia Wulandari	74	83
18	Laura Isma Dewanti	89	86
19	Mirzha Aji Nugroho	66	86
20	Muhammad Daffa Maghreza	57	74
21	Muhammad Ihksan	69	77
22	Muhammad Nur Rizqi Heryanto	69	86
23	Nita Dewi Sulistyaningtyas	26	66
24	Ranny Nurcahayani	26	63
25	Ruly Erwin Afandika	51	89
26	Safitri Ariyadi Putri Pamungkas	66	86
27	Sena Ari Wicaksono	57	71
28	Siti Kuswatun Khasyanah	66	71
29	Sugeng Riyadi	57	83
30	Tri Krisman	69	94
31	Wahyuningsih	60	69
32	Yanuari Fitria Siwi	34	40
Mean		61.4	75.7
Standard Deviation		14.1	10.6

t-Test Results**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	61.4	32	14.1	2.5
	Post-Test	75.7	32	10.6	1.9

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	32	.530	.002

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-14.2	12.4	2.2	-18.7	-9.8	-6.5	31	.000

APPENDIX G

INTERVIEW

GUIDELINES

BLUEPRINT OF INTERVIEW GUIDELINES (Before the Implementation)

Teacher's interview

Day, date :

Participants : R (Researcher) ET (English Teacher)

1. Menurut Ibu, bagaimana proses belajar mengajar bahasa Inggris terutama untuk kelas VIII selama ini? Bagaimana dengan kemampuan siswa kelas VIII dalam mengikuti pelajaran bahasa Inggris?
2. Kendala apa yang biasa Ibu temukan dalam mengajar bahasa Inggris?
3. Terkait dengan pengajaran *reading*, bagaimana proses belajar mengajar untuk *skill* ini?
4. Jenis text apa yang sudah diajarkan pada siswa? Lalu, teknik apa yang selama ini diterapkan dalam pembelajaran *reading*?
5. Aktivitas pembelajaran apa yang biasanya Ibu implementasikan?
6. Bagaimana dengan kemampuan *reading* kelas VIII? Apa ada kendala? Kalau ada, apa saja kendala yang Ibu temukan dalam pembelajaran *reading*?
7. Bagaimana cara Ibu untuk memotivasi siswa untuk membaca?
8. Buku atau sumber belajar apa yang biasa Ibu gunakan sebagai acuan dalam pembelajaran *reading*?
9. Media apa yang biasa Ibu gunakan untuk membantu proses belajar mengajar terutama untuk *reading*?

Students' interview

Day, date :

Participants : R (Researcher) S (Student)

1. Apa kamu suka bahasa Inggris?
2. Apa kamu suka membaca? Kalau suka, apa kamu suka membaca cerita atau tulisan dalam bahasa Inggris?
3. Menurut kamu, membaca cerita atau tulisan dalam bahasa Inggris susah tidak?
4. Apa yang membuat kamu merasa sulit membaca dan memahami tulisan dalam bahasa Inggris?
5. Biasanya kalau kamu kesulitan dalam membaca dan memahami tulisan bahasa Inggris, apa yang kamu lakukan?
6. Bagaimana cara guru mengajar *reading* di kelas?
7. Biasanya dalam pembelajaran *reading*, apa yang diajarkan? Terus aktivitas apa yang diterapkan guru?
8. Sebelumnya, apa kamu pernah belajar membaca dengan bantuan gambar atau *comic strips*?

BLUEPRINT OF INTERVIEW GUIDELINES (During the Implementation)

Teacher's and/or collaborator's interview

Day, date :

Participants : R (Researcher) ET (English Teacher) C (collaborator)

1. Menurut Ibu, bagaimana proses belajar mengajar tadi berjalan dengan baik?
2. Apa kelebihan dan kekurangan dari pembelajaran dengan bantuan *comic strips* ini?
3. Apa yang perlu diubah atau ditingkatkan dari proses belajar mengajar tadi?
4. Menurut Ibu, sudahkah terlihat ada kemajuan pada siswa dalam pembelajaran *reading* dengan menggunakan *comic strips*?

Students' interview

Day, date :

Participants : R (Researcher) S (Student)

1. Bagaimana pelajaran bahasa Inggris tadi? Apa menarik?
2. Apa pelajaran tadi mudah dimengerti? Apa Mbak tadi sudah menjelaskan dengan jelas?
3. Menurut kamu, apakah susah belajar dengan *comic strips*? Atau justru lebih enak?
4. Apa tugas yang diberikan mudah?

BLUEPRINT OF INTERVIEW GUIDELINES (After the Implementation)

Teacher's and/or collaborator's interview

Day, date :

Participants : R (Researcher) ET (English Teacher) C (collaborator)

1. Menurut pendapat Ibu, bagaimana dengan penelitian yang dilakukan ini? Apa kelebihan dan kekurangannya?
2. Apa materi yang diajarkan lewat penelitian ini sudah sesuai dengan materi yang memang seharusnya diajarkan?
3. Menurut Ibu, apakah penggunaan *comic strips* dalam pembelajaran *reading* cukup menarik dan memotivasi?
4. Apakah Ibu menemukan peningkatan dalam kemampuan membaca siswa? Kalau ada, dari aspek apa?
5. Apakah ada saran lebih lanjut untuk penggunaan *comic strips* dalam pembelajaran *reading*?

Students' interview

Day, date :

Participants : R (Researcher) S (Student)

1. Apa pendapat kamu saat Mbak menggunakan *comic strips* dalam mengajar *reading*? Apa kamu menikmati belajar dengan cara ini?
2. Apa kamu jadi lebih tertarik membaca cerita dalam bahasa Inggris kalau pakai *comic strips*?
3. Apa kamu lebih mudah mengerti dengan cerita yang kamu baca dengan bantuan *comic strips*?
4. Apa kamu bisa memahami materi yang selama ini yang Mbak ajarkan?
5. Menurut kamu, apa penggunaan *comic strips* efektif buat pelajaran *reading*?
6. Kalau kamu ditawari belajar menggunakan *comic strips*, apa kamu mau mengikutinya?

APPENDIX H

OBSERVATION

CHECKLIST

OBSERVATION CHECKLIST

Day, Date :

Time :

Location :

Collaborator :

Based on your observation, put a tick (✓) on either **Yes** or **No** for each observation item. If it is needed, you can write some descriptions to add the explanation.

No	Observation Items	Yes	No	Description
	A. PRE-TEACHING			
1	The teacher greets the students.			
2	The students respond to the greeting.			
3	The teacher asks the students' condition.			
4	The students tell their condition to the teacher.			
5	The teacher check the students' presence.			
6	The students answer who is absent that day.			
7	The teacher asks what the students learnt before			
8	The teacher explains the objectives of teaching and learning process that day.			
	B. WHILE-TEACHING			
1	The students are ready to learn the materials.			
2	The teacher activates the students' background knowledge by asking questions or showing pictures.			
3	The teacher gives the students some texts to read.			
4	The students read the texts.			
5	The students list some words that they do not know their meanings.			
6	The students use their dictionary to help them understanding the texts and the word meanings.			
7	The students answer the comprehending questions.			
8	The teacher and the students check the answers and discuss them together.			
9	The teacher guides if the students do not know the answers.			
10	The teacher explains the materials in details clearly.			
11	The teacher gives examples to the students.			
12	The students identify the content of the			

	texts.			
13	The teacher use comic strips as media to teach.			
14	The teacher gives instruction clearly, what the students should do with the tasks given.			
15	The students understand the explanation.			
16	The teacher gives chances to the students to ask questions.			
17	The students ask questions when they do not understand.			
18	The students do the tasks well, without any difficulty.			
19	The teacher checks the students' understanding.			
20	The students volunteer themselves to do the tasks.			
21	The students actively participate in doing the tasks.			
	C. POST-TEACHING			
1	The teacher summarizes and reflects the lesson.			
2	The students are able to reflect their learning.			
3	The teacher previews on the upcoming materials.			
4	The teacher motivates the students to keep learning and to practice their English at home.			
5	The teacher closes the lesson by saying goodbye.			

COLLABORATOR'S NOTE (SUGGESTION AND CONSTRUCTIVE CRITISM):

OBSERVATION CHECKLIST

Day, Date : Monday, 28 April 2014

Time : 09:00

Location : 8D

Collaborator : Ari Nidhi Asbuti

Based on your observation, put a tick (✓) on either **Yes** or **No** for each observation item. If it is needed, you can write some descriptions to add the explanation.

No	Observation Items	Yes	No	Description
A. PRE-TEACHING				
1	The teacher greets the students.	✓		
2	The students respond to the greeting.	✓		
3	The teacher asks the students' condition.	✓		
4	The students tell their condition to the teacher.	✓		
5	The teacher check the students' presence.	✓		
6	The students answer who is absent that day.	✓		
7	The teacher asks what the students learnt before	✓		1
8	The teacher explains the objectives of teaching and learning process that day.	✓		Pengantar siswa bersenang-senang untuk menjawab.
B. WHILE-TEACHING				
1	The students are ready to learn the materials.	✓		
2	The teacher activates the students' background knowledge by asking questions or showing pictures.	✓		
3	The teacher gives the students some texts to read.	✓		
4	The students read the texts.	✓		Beberapa siswa masih belum mau membaca
5	The students list some words that they do not know their meanings.	✓		
6	The students use their dictionary to help them understanding the texts and the word meanings.		✓	Dibantu beberapa
7	The students answer the comprehending questions.	✓		
8	The teacher and the students check the answers and discuss them together.	✓		Siswa aktif dalam diskusi & menjawab pertanyaan
9	The teacher guides if the students do not know the answers.	✓		
10	The teacher explains the materials in details clearly.	✓		
11	The teacher gives examples to the students.	✓		

12	The students identify the content of the texts.	✓		
13	The teacher use comic strips as media to teach.	✓		Siswa aktif membahas comic strips."
14	The teacher gives instruction clearly, what the students should do with the tasks given.	✓		
15	The students understand the explanation.	✓		
16	The teacher gives chances to the students to ask questions.	✓		
17	The students ask questions when they do not understand.	✓		
18	The students do the tasks well, without any difficulty.			
19	The teacher checks the students' understanding.	✓		
20	The students volunteer themselves to do the tasks.	✓		
21	The students actively participate in doing the tasks.	✓		
C. POST-TEACHING				
1	The teacher summarizes and reflects the lesson.	✓		
2	The students are able to reflect their learning.	✓		
3	The teacher previews on the upcoming materials.	✓		
4	The teacher motivates the students to keep learning and to practice their English at home.			
5	The teacher closes the lesson by saying goodbye.	✓		

COLLABORATOR'S NOTE (SUGGESTION AND CONSTRUCTIVE CRITISM):

OBSERVATION CHECKLIST

Day, Date : Tuesday, 29 April 2014

Time : 08.15

Location : BD

Collaborator : Ari Nidhi Astuti

Based on your observation, put a tick (✓) on either **Yes** or **No** for each observation item. If it is needed, you can write some descriptions to add the explanation.

No	Observation Items	Yes	No	Description
A. PRE-TEACHING				
1	The teacher greets the students.	✓		
2	The students respond to the greeting.	✓		Siswa aktif menjawab
3	The teacher asks the students' condition.	✓		
4	The students tell their condition to the teacher.	✓		
5	The teacher check the students' presence.	✓		
6	The students answer who is absent that day.	✓		
7	The teacher asks what the students learnt before	✓		
8	The teacher explains the objectives of teaching and learning process that day.	✓		
B. WHILE-TEACHING				
1	The students are ready to learn the materials.	✓		
2	The teacher activates the students' background knowledge by asking questions or showing pictures.		✓	
3	The teacher gives the students some texts to read.	✓		
4	The students read the texts.	✓		
5	The students list some words that they do not know their meanings.	✓	✗	
6	The students use their dictionary to help them understanding the texts and the word meanings.	✓		hanya beberapa siswa yang menggunakan kamus
7	The students answer the comprehending questions.	✓		
8	The teacher and the students check the answers and discuss them together.	✓		
9	The teacher guides if the students do not know the answers.	✓		
10	The teacher explains the materials in details clearly.	✓		
11	The teacher gives examples to the students.	✓		

12	The students identify the content of the texts.	✓		
13	The teacher use comic strips as media to teach.	✓		
14	The teacher gives instruction clearly, what the students should do with the tasks given.	✓		
15	The students understand the explanation.	✓		
16	The teacher gives chances to the students to ask questions.	✓		
17	The students ask questions when they do not understand.	✓		
18	The students do the tasks well, without any difficulty.	✓		
19	The teacher checks the students' understanding.	✓		
20	The students volunteer themselves to do the tasks.	✓		
21	The students actively participate in doing the tasks.	✓		
C. POST-TEACHING				
1	The teacher summarizes and reflects the lesson.			
2	The students are able to reflect their learning.			
3	The teacher previews on the upcoming materials.	✓		
4	The teacher motivates the students to keep learning and to practice their English at home.			
5	The teacher closes the lesson by saying goodbye.	✓		

COLLABORATOR'S NOTE (SUGGESTION AND CONSTRUCTIVE CRITISM):

OBSERVATION CHECKLIST

Day, Date : 12 Mei 2019 (Senin)

Time : 09.20

Location : 80

Collaborator : Ari Nidhi Astuti

Based on your observation, put a tick (✓) on either **Yes** or **No** for each observation item. If it is needed, you can write some descriptions to add the explanation.

No	Observation Items	Yes	No	Description
A. PRE-TEACHING				
1	The teacher greets the students.	✓		
2	The students respond to the greeting.	✓		
3	The teacher asks the students' condition.	✓		
4	The students tell their condition to the teacher.	✓		
5	The teacher check the students' presence.	✓		
6	The students answer who is absent that day.	✓		
7	The teacher asks what the students learnt before	✓		
8	The teacher explains the objectives of teaching and learning process that day.	✓		
B. WHILE-TEACHING				
1	The students are ready to learn the materials.	✓		
2	The teacher activates the students' background knowledge by asking questions or showing pictures.	✓		
3	The teacher gives the students some texts to read.	✓		
4	The students read the texts.	✓		
5	The students list some words that they do not know their meanings.	✓		
6	The students use their dictionary to help them understanding the texts and the word meanings.	✓		Beberapa siswa belum menggunakan kamus
7	The students answer the comprehending questions.	✓		
8	The teacher and the students check the answers and discuss them together.	✓		
9	The teacher guides if the students do not know the answers.	✓		
10	The teacher explains the materials in details clearly.	✓		
11	The teacher gives examples to the students.	✓		

12	The students identify the content of the texts.		✓	
13	The teacher use comic strips as media to teach.	✓		
14	The teacher gives instruction clearly, what the students should do with the tasks given.	✓		
15	The students understand the explanation.	✓		
16	The teacher gives chances to the students to ask questions.	✓		
17	The students ask questions when they do not understand.	✓		
18	The students do the tasks well, without any difficulty.	✓		
19	The teacher checks the students' understanding.	✓		
20	The students volunteer themselves to do the tasks.	✓		
21	The students actively participate in doing the tasks.	✓		
C. POST-TEACHING				
1	The teacher summarizes and reflects the lesson.		✓	
2	The students are able to reflect their learning.		✓	
3	The teacher previews on the upcoming materials.	✓		
4	The teacher motivates the students to keep learning and to practice their English at home.		✓	
5	The teacher closes the lesson by saying goodbye.	✓		

COLLABORATOR'S NOTE (SUGGESTION AND CONSTRUCTIVE CRITISM):

OBSERVATION CHECKLIST

Day, Date : ~~Monday~~ Selasa, 13 Mei 2014

Time : 08.20 -

Location : SD

Collaborator : Ari Niki Astuti

Based on your observation, put a tick (✓) on either **Yes** or **No** for each observation item. If it is needed, you can write some descriptions to add the explanation.

No	Observation Items	Yes	No	Description
A. PRE-TEACHING				
1	The teacher greets the students.	✓		
2	The students respond to the greeting.	✓		
3	The teacher asks the students' condition.	✓		
4	The students tell their condition to the teacher.	✓		
5	The teacher check the students' presence.	✓		
6	The students answer who is absent that day.	✓		
7	The teacher asks what the students learnt before	✓		
8	The teacher explains the objectives of teaching and learning process that day.	✓		
B. WHILE-TEACHING				
1	The students are ready to learn the materials.	✓		
2	The teacher activates the students' background knowledge by asking questions or showing pictures	✓		
3	The teacher gives the students some texts to read.	✓		
4	The students read the texts.	✓		
5	The students list some words that they do not know their meanings.	✓		
6	The students use their dictionary to help them understanding the texts and the word meanings.		✓	
7	The students answer the comprehending questions.	✓		
8	The teacher and the students check the answers and discuss them together.	✓		
9	The teacher guides if the students do not know the answers.	✓		
10	The teacher explains the materials in details clearly.	✓		
11	The teacher gives examples to the students.	✓		

12	The students identify the content of the texts.	✓		
13	The teacher use comic strips as media to teach.	✓		
14	The teacher gives instruction clearly, what the students should do with the tasks given.	✓	✓	
15	The students understand the explanation.	✓		
16	The teacher gives chances to the students to ask questions.	✓		
17	The students ask questions when they do not understand.	✓		
18	The students do the tasks well, without any difficulty.		✓	
19	The teacher checks the students' understanding.	✓		
20	The students volunteer themselves to do the tasks.		✓	
21	The students actively participate in doing the tasks.	✓		
C. POST-TEACHING				
1	The teacher summarizes and reflects the lesson.	✓		
2	The students are able to reflect their learning.	✓		
3	The teacher previews on the upcoming materials.		✓	
4	The teacher motivates the students to keep learning and to practice their English at home.	✓		
5	The teacher closes the lesson by saying goodbye.	✓		

COLLABORATOR'S NOTE (SUGGESTION AND CONSTRUCTIVE CRITISM):

APPENDIX I
THE STUDENTS'
ATTENDANCE
LIST

THE ATTENDANCE LIST OF VIII D

No	Name	Pre-test	Implementation				Post-test
		21/4	28/4	29/4	12/5	13/5	19/5
1	Aditya Dicky Setiawan	.	.	.	.	.	.
2	Albet Tegak Wibowo	.	.	.	.	.	.
3	Annisa Nur Nafisa	.	.	.	.	.	.
4	Attina Ayu Fanafisah Mumtahana	.	.	.	.	.	.
5	Bagus Maulid Arianto	.	.	.	.	.	.
6	Bekti Putri Cahayanti	.	.	.	.	.	.
7	Depika Nur Anggraini	.	.	.	.	.	.
8	Devi Agustin Lestari	.	.	.	.	.	.
9	Dimas Didan Nur Aji	S	.	.	.	.	.
10	Dimas Nurwiantoko	.	.	.	.	.	.
11	Dinang Nursaid	.	.	.	.	.	.
12	Eko Setiawan	.	.	.	.	.	.
13	Hanif Ramandika Pratama	.	.	.	.	.	A
14	Heni Indah Pertiwi	.	.	.	.	.	.
15	Ilham Very Yulianto	.	.	.	.	.	.
16	Ilham Zamrudin Yusuf	.	.	.	.	.	.
17	Kurnia Wulandari	.	.	.	.	.	.
18	Laura Isma Dewanti	.	.	.	.	.	.
19	Mirzha Aji Nugroho	.	.	.	.	.	.
20	Muhammad Daffa Maghreza	.	.	.	A	S	S
21	Muhammad Ihksan	.	.	.	.	.	.
22	Muhammad Nur Rizqi Heryanto	.	.	.	.	.	.
23	Nita Dewi Sulistyaningtyas	.	.	.	.	.	.
24	Ranny Nurcahayani	.	.	.	.	.	.
25	Ruly Erwin Afandika	.	.	.	.	.	.
26	Safitri Ariyadi Putri Pamungkas	.	.	.	.	.	.
27	Sena Ari Wicaksono	.	.	.	.	.	.
28	Siti Kuswatun Khasyanah	.	.	.	.	.	.
29	Sugeng Riyadi	.	.	.	.	.	.
30	Tri Krisman	.	.	.	.	.	.
31	Wahyuningsih	.	.	.	.	.	.
32	Yanuari Fitria Siwi	.	.	.	.	.	.

APPENDIX J

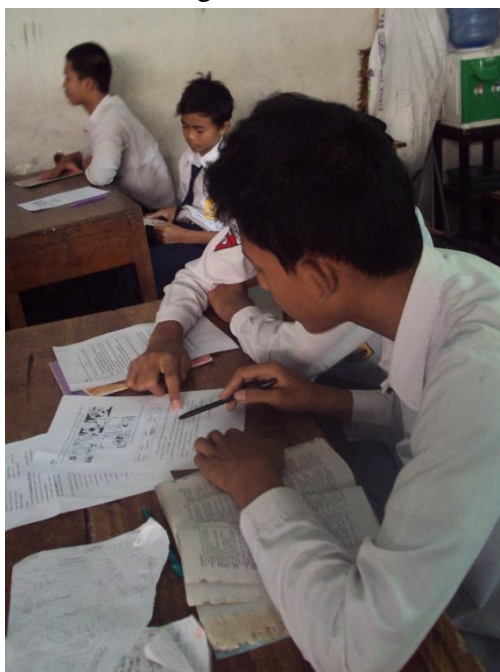
PHOTOGRAPHS

CYCLE I

The students read the comic strip and did the task based the comic strip given.



The students searched the meanings of difficult words using their dictionary.



The students completed the cloze-task based on the comic strip given.

CYCLE II

The students sequenced the pictures of comic strips based on the text given.



The students answered the comprehension questions.



The students asked the researcher for the things they did not understand.

APPENDIX K

THE STUDENTS’ WORKS

Nama : Albert Tegar W. (02)
 Lham Zamrudin Y. (16)
 Kls : VIII D

Task 3

Work in pairs. Look at the comic strip below. Read the following text carefully. Then complete the missing words of the text by choosing the suitable word from the box.



(Picture taken from: <http://goraina.com/webcomic/to2tea.html>)

the colour	enjoyed	stirred	the tea bag	hot
poured	a sugar block	a glass of tea smelled	drank	took

One day, when I was in grade one, I wanted to drink a glass of tea. At the time, it was the first time I made it by myself.

First, I (1) took a sachet of tea. After that, I prepared a glass and (2) poured some hot water into it. I had to be careful because the water was very (3) hot. Then, I put (4) the tea bag in the glass and waited for the water to change (5) the colour. Because I wanted to make my tea good, I put (6) a sugar block. I (7) stirred the tea. I tried to smell the tea. It (8) smelled really good. Then, I (9) drank it until there was nothing left.

I really (10) enjoyed the tea I had made by myself. It was so good and it made me so happy.

(Text created by: Fransisca Dita)

A cloze task using a set of comic strip in meeting 2 (Cycle I)

Nama : Laura Isma Dewanti
No/kelas : 18 / VII D

Task 4

Read the text carefully.

Wrong Costume

A year ago, my friend and I joined the Calendar Girl Audition in a radio station outside our town. We heard about this audition from our neighbour a week before.

At first, we were very excited. This was because it was our first time to join such an audition. We went there by bus. It took two hours to get there. When we arrived, we saw many people who also joined the contest. After we examined more carefully, we realized that all of the contestants wore red and white costumes. Then, we asked the committee why the contestants were in red and white. The committee told us that it was the major requirement to join the contest. Meanwhile, my friend prepared a colourful gown.

We were very desperate because we could not join the audition. After that, we went home sadly.

(Taken from: *Scaffolding: English for Junior High School Students Grade VIII*, 2008, p.91)

Task 5

Based on the text, find out whether the following statements are true or not. Write T [True] if the statement is true and F [False] if it is not.

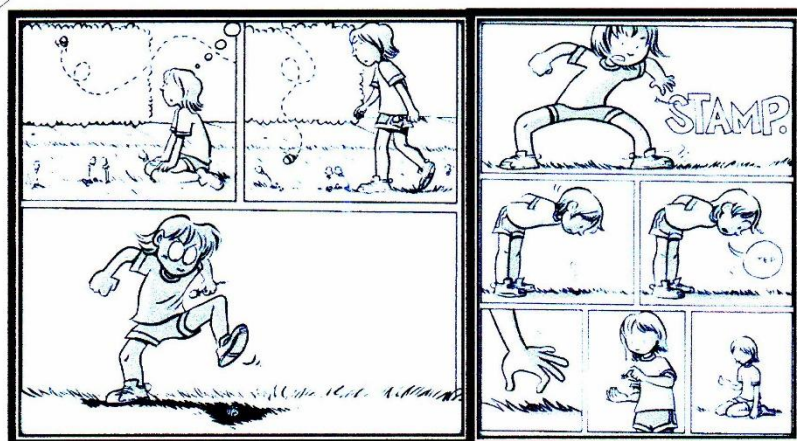
- | | |
|--|-------------|
| 1. The writer and her friend joined the singing audition last year. | [...F...] 8 |
| 2. The audition was held in their town. | [...F...] 8 |
| 3. The neighbour told them about the audition. | [...T...] 8 |
| 4. They had joined auditions for some times. | [...F...] 8 |
| 5. They arrived in the contest after 2 hours. | [...T...] 8 |
| 6. Many people who joined the contest wore colourful costumes. | [...F...] 8 |
| 7. The requirement to join the contest was wearing red and white costumes. | [...T...] 8 |
| 8. They failed to join the audition. | [...T...] 8 |
| 9. The writer and her friend won the contest. | [...F...] 8 |
| 10. They were excited when they went home. | [...F...] 8 |

100

A task that required the students to differentiate the statements based on the text given in meeting 2 (Cycle I)

tanggal : 12 - 05 - 2014.

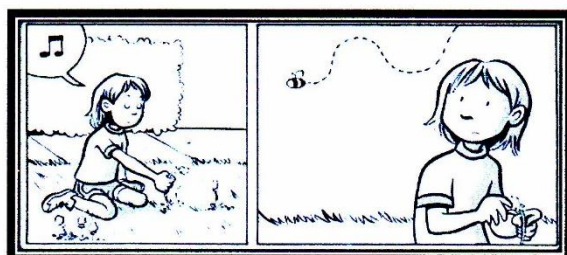
Nama : TRI KRISNIA /
- Muhammad Iksan /
30 /
21



3



5



1



6



4



2.

(Pictures taken from: <http://goraina.com/webcomic/bee.html>)



Nama : Tei KRISMAN / 30

- Muhammad IKSAN / 21.

Kelas : VII D.

A matching task in meeting 1 (Cycle 2)



An ordering task using a set of comic strip in meeting 2 (Cycle II)

APPENDIX L

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 393b/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

3 April 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

USING COMIC STRIPS TO IMPROVE THE READING SKILLS OF GRADE VIII D STUDENTS AT SMP N 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : FRANSISCA DITA PUSPITA
NIM : 09202241033
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2014
Lokasi Penelitian : SMP N 2 Kalasan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMP N 2 Kalasan



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
 Telepon (0274) 868800, Faksimilie (0274) 868800
 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1359 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
 Dan Izin Praktik Kerja Lapangan.
 Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
 Nomor : 070/Kesbang/1315/2014
 Hal : Rekomendasi Penelitian

Tanggal : 10 April 2014

MENGIZINKAN :

Kepada :
 Nama : FRANSISCA DITA PUSPITA
 No.Mhs/NIM/NIP/NIK : 09202241033
 Program/Tingkat : S1
 Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
 Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
 Alamat Rumah : Tundan Purwomartani Kalasan Sleman
 No. Telp / HP : 083867745953
 Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**USING COMIC STRIPS TO IMPROVE THE READING SKILLS OF GRADE
 VIII D STUDENTS AT SMP N 2 KALASAN IN THE ACADEMIC YEAR OF
 2013/2014**
 Lokasi : SMP N 2 Kalasan
 Waktu : Selama 3 bulan mulai tanggal: 10 April 2014 s/d 10 Juli 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 April 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi



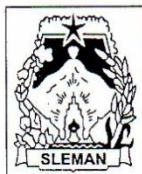
Dra. SUCHIRANI SINURAYA, M.Si, MM

Pembina, IV/a

NTB.19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Kalasan
5. Ka. SMP N 2 Kalasan
6. Dekan FBS - UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAAHRAGA
SMP NEGERI 2 KALASAN

Alamat : Kledokan, Selomartani, Kalasan, Sleman, Yogyakarta ☎ : 55571 Telp:0274-7490651

SURAT KETERANGAN

Nomor : 421.3/166

Yang bertanda tangan di bawah ini, :

Nama	: NURUL WACHIDAH, S. Pd.
NIP	: 19611231 198403 2 043
Pangkat/Golongan Ruang	: Pembina /IV/a
Jabatan	: Kepala SMP Negeri 2 Kalasan

Menerangkan bahwa :

Nama	: FRANSISCA DITA PUSPITA
NIM	: 09202241033
Program	: S 1
Universitas	: Universitas Negeri Yogyakarta Karangmalang Yogyakarta
Alamat Rumah	: Tundan, Purwomartani, Kalasan, Sleman.

Telah melaksanakan Penelitian pada SMPN 2 Kalasan, Sleman, Yogyakarta terhitung mulai tanggal 10 April 2014 sampai dengan 10 Juli 2014 dengan judul penelitian :“ USING COMIC STRIPS TO IMPROVE THE READING SKILLS OF GRADE VIII D STUDENTS AT SMP N 2 KALASAN IN THE ACADEMIC YEAR OF 2013/2014”

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Kalasan, 21 Juni 2014
Kepala Sekolah

NURUL WACHIDAH, S.Pd.
NIP. 19611231 198403 2 043

